

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140076      P015B140076

Administrators of the Tulane Educational Fund

**Proposal For**

**National Resource Center**  
**and**  
**Foreign Language and Area Studies**  
**Fellowships**

**CFDA No. 84.015 A & B**  
**2014-2018**

**Tulane University**  
**Stone Center for Latin American**  
**Studies**



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Assurances and Certifications:

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LAC

OMB Number: 4040-0004

Expiration Date: 8/31/2016

**Application for Federal Assistance SF-424****\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☒ New  
☐ Continuation  
☐ Revision

**\* If Revision, select appropriate letter(s):****\* Other (Specify):****\* 3. Date Received:**

06/30/2014

**4. Applicant Identifier:****5a. Federal Entity Identifier:****5b. Federal Award Identifier:****State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:****\* a. Legal Name:** Administrators of the Tulane Educational Fund**\* b. Employer/Taxpayer Identification Number (EIN/TIN):**

72-0423889

**\* c. Organizational DUNS:**

0537858120000

**d. Address:****\* Street1:** 6823 St. Charles Avenue**Street2:****\* City:** New Orleans**County/Parish:****\* State:** LA: Louisiana**Province:****\* Country:** USA: UNITED STATES**\* Zip / Postal Code:** 70118-5665**e. Organizational Unit:****Department Name:**

Center for Latin American Stud

**Division Name:**

Center for Latin American Stud

**f. Name and contact information of person to be contacted on matters involving this application:****Prefix:** Ms.**\* First Name:** Marjory**Middle Name:** A**\* Last Name:** Patterson**Suffix:****Title:** Grants and Contracts Officers**Organizational Affiliation:**

Tulane University, Sponsored Projects Administration

**\* Telephone Number:** 504-865-5272**Fax Number:** 504-862-8674**\* Email:** mpatter4@tulane.edu



## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Program

### \* 12. Funding Opportunity Number:

ED-GRANTS-053014-001 -002

\* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant LA-002

\* b. Program/Project LA-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 08/15/2014

\* b. End Date: 08/14/2015

**18. Estimated Funding (\$):**

* a. Federal	509,463.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	509,463.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Ms. \* First Name: Norey

Middle Name: B

\* Last Name: Laug

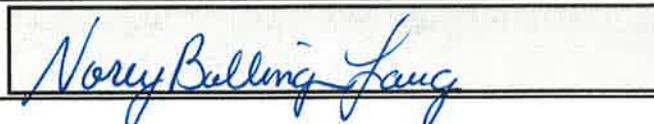
Suffix:

\* Title: Associate Director, Sponsored Projects Admin

\* Telephone Number: 504-865-5272 Fax Number: 504-862-8674

\* Email: norey@tulane.edu

\* Signature of Authorized Representative:



\* Date Signed: 06/25/2014

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Thomas  F.  Reese

Address:

\* Street1:  Tulane University  
Street2:  Stone Center for Latin American Studies  
\* City:  New Orleans  
County:  Orleans Parish

\* State:  LA \* Zip Code:  70118 Country:

\* Phone Number (give area code):  504-865-5164 Fax Number (give area code):  504-865-6719

\* Email Address:  
 treese@tulane.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS</b> <b>FY 2014-2017</b>
--

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input checked="" type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

## **Tulane University**

### **GEPA Section 427 Statement**

Tulane University will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all faculty, staff and students with special needs. The University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law in its education, research, health care services and community outreach activities. It provides reasonable and appropriate accommodations in response to the needs of its students, faculty, community members and other participants.

Tulane University developed the following strategic imperatives, as described in “Embedding Diversity and Inclusive Excellence, Tulane University 2013 – 2023 Strategic Plan”:

1. Sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, students and staff.
2. Embed diversity and inclusive excellence in research, teaching and service.
3. Strengthen the cultural competence of Tulane’s community.
4. Examine institutional policies and practices to ensure that they sustain diversity and inclusive excellence.
5. Ensure sustained and committed leadership in diversity and inclusive excellence.

There are several departments and practices that support the university’s goals for strengthening and sustaining a diverse and equitable environment for all individuals. Among them are:

**The Office of Institutional Equity** provides leadership to promote diversity and equal opportunity and plays a key role in strategic diversity planning and implementation. It provides training on diversity leadership, cross-cultural communications, and preventing discrimination and harassment in the workplace and academic environment.

**Office of Multicultural Affairs (OMA)** established as part of the Division of Student Affairs in 1988, strives to promote the rich cultural resources of the Tulane community and to provide ethnic minority students with the academic, social, and personal support services that facilitate their transition to life at Tulane and in New Orleans. OMA strives to engage the larger community in affirming diversity and moving beyond tolerance and acceptance to begin the process of appreciating all of life's differences.

**The Goldman Office of Disability Services (ODS).** It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane

University. ODS is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Students and employees with psychological, medical/physical, and learning/developmental disabilities are served. Through a collaborative relationship, modifications to the academic or work environment –accommodations– can be offered. The mission of this office is to provide services and promote an accessible environment to all members of the Tulane community.

**The Office of Gender & Sexual Diversity (OGSD)** mission is to work with all members of Tulane University to foster a climate of respect, understanding and appreciation for diverse genders, sexualities, cultures, and histories and to ensure an open and affirming learning environment, free of homophobia, heterosexism, transphobia, sexism, and other forms of gender- and sex-based bias and discrimination. OGSD works closely with the Office of Multicultural Affairs (OMA) to provide educational, social, and cultural opportunities that address the ways in which gender and sexuality intersect with race, ethnicity, class, nationality, disability, and religious identifications.

### **Educational Programs**

To further diversity in its educational programs, Tulane offers seminars and workshops and maintains a network of recruitment, training, and support services for students with special needs. They include:

- 1) **LAMP**, a program providing scientific research opportunities to minority students as a means of encouraging them to attend graduate school in the sciences.
- 2) **Upward Bound**, a tutoring and life-skills program, helps prepare 50 local ninth grade students from low-income families for college.
- 3) **Office of Multicultural Affairs** that offers counseling, mentoring, and advising to over 20 ethnic and international student organizations.
- 4) Tulane is working with the **Gates Foundation Millennium Scholars Program** to provide outstanding, low income African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education.
- 5) **Tulane's partnership with the Posse Foundation:** The Posse Foundation is a nonprofit college-access organization that works with urban public high schools to identify, recruit and train dynamic minority and economically disadvantaged students and send them to elite universities across the country. Posse Scholars get four-year full scholarships to Tulane and enter an intensive eight-month college preparatory program to prepare for the rigors of academia. Tulane's posses, which all come from the Los Angeles area, are assigned when they arrive on campus to a university mentor who meets with them as a team each week and with individual scholars every two weeks during their first two years.
- 6) In 2002, the "**Graduate Alliance for Education in Louisiana**" (GAELA) was formed to address disparities in minority enrollment in graduate education and had continued success;

during 2012 it was extended under a new name, **NSF AGEP Transformation (Alliance for Graduate Education and Professoriate)**, and a new coordinating institution, LSU. GAELA and AGEP are composed of six Louisiana universities: Tulane University, Louisiana State University, Xavier University of Louisiana, Dillard University, Southern University Baton Rouge (SUBR) and Southern University New Orleans (SUNO).

- 7) **The Louisiana Board of Regents/SREB Graduate Fellowships to Promote Diversity Program:** Since 2009 Tulane has received five of these competitive grants that have provided the financial resources to enhance its recruiting strategy among the national pool of minority Ph.D. applicants.
- 8) **The Office of Graduate and Postdoctoral Studies (OGPS)** was created within the Office of Academic Affairs for the purposes of graduate program oversight, policy development, and the enhancement of focused activities (e.g. grants, extra-mural coordination, recruitment). OGPS coordinates participation in minority graduate school fairs, such as the McNair Scholars Graduate & Professional School Recruiting Fair, and the Graduate School Fairs at Xavier University and Dillard University, two local HBCUs. Representatives of the Office of Academic Affairs, Deans, Associate Deans, Departmental Chairs, and faculty participate in various graduate studies recruiting functions each year.
- 9) **Project 1000:** Tulane University participates in this inter-university consortium with the mission of increasing diversity in the national pool of graduate school applicants among Hispanic students. As a member, Tulane University waives application fees and accepts common "Project 1000" application materials from minority applicants. Project 1000 has facilitated minority applications in all fields. Since 2008 Project 1000 focuses on Science, Technology, Engineering and Mathematics.
- 10) **Research on Race and Gender Issues:** As a research-intensive university, Tulane faculty conduct research and publish on a number of topics, including race and gender issues. Faculty publications in professional journals are read by faculty at other universities and assigned to students to read or use in research. Similarly, Tulane faculty present their research on minority and gender issues at professional conferences attended by undergraduate students. For example, the Chair of the Department of Psychology estimates that one third of the faculty conduct research on issues of interest to minority students, including adolescent development among minority youth, stereotyping, and prejudice.
- 11) **Legacy activities:** Ph.D. students also assist in minority graduate student recruitment by communicating with undergraduate students at other universities that Tulane University and their department are places that welcomes diversity in its student body, faculty and programs.

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]



**Tulane University**  
**Stone Center for Latin American Studies**  
*Abstract*

Tulane University has 8,352 undergraduates, 5,110 graduate and professional school students, and a faculty of 1,820. From its foundation in 1834, Tulane University pursued a mission of advancing research in Latin America and the NRC's faculty today includes 69 core Latin Americanists, 14 associates, 27 affiliates, 9 emeritus, 6 visiting professors, and 7 post-doctoral fellows. Of the 200 tenure-rank faculty in the School of Liberal Arts, 36% are affiliated with the NRC, whose core faculty strengths are in Mexico and Central America (23), Southern Cone and the Andes (15), Brazil (14), and Cuba and the Caribbean (12). In the critical NRC departments of Anthropology, Art History, Communication, EEB, Economics, History, Political Science, Sociology, and Spanish and Portuguese, Latin Americanists represent 41% of all regular, tenure-rank faculty members.

The NRC grants BA, MA, MA/MBA, MA/JD, PhD degrees, and a joint doctoral degree in Art History. The Stone Center and its Center for Inter-American Policy and Research and its Cuban and Caribbean Studies Institute are staffed by 2 tenured faculty, 3 administrative and research faculty, 1 lecturer, 4 professional staff, and 2 support staff. The Stone Center's mission is to insure that our students gain comprehensive knowledge about Latin America through a mixture of academic study, specialized training, and research abroad. Its program embraces linguistic fluency, fieldwork, and direct engagement in Latin America and the Caribbean as essential to critical consciousness. The program encourages comparative studies that provide a profound understanding of differences among socio-cultural systems developed within Latin America. The Center also supports language instruction in Spanish, Portuguese, Haitian Creole, Kaqchikel, Yucatec, and Nahuatl.

In the 2014-2018 quadrennium, Title VI funds will be used to support (1) faculty in urban studies (Year 1) and in modern Brazilian history (Years 1-4), (2) LCTL language assistants in Yucatec, Nahuatl, and Ch'orti' and support for language pedagogy training and collaborative projects with other NRCs in Guatemala, Indiana, Ohio State, and FIU, (3) a Lecturer in Portuguese language (Years 2-4), (4 & 5) library support programs for (a) travel and convening support for members of a new digitalization program of the Central American Libraries and Archives Project (CALAP) that will make new resources available to US scholars, and (b) collaborative funding with UNC-Duke and Vanderbilt for meetings of the Latin American Studies Southeast Regional Libraries consortium (LASER), (6 & 7) joint projects with HBCU Xavier University of Louisiana and Delgado Community College to internationalize the curriculum and introduce Latin American content into targeted courses and programming, and (8) support of programs in outreach and dissemination. The latter include support for the following initiatives— (a) Program Manager, Educational & Community Programs, (b) Portuguese in the K-12 Classroom Summer Teacher Institute Series, (c) Master Teacher Workshops, (d) Summer Teacher Institutes Abroad, (e) *Enlaces Américas*—Podcasting Latin America, (f) Latin American Collaborations, (g) Internationalizing the K-12 Social Studies Curriculum, and (h) Traditions of Life and Death Curriculum Project.

## TULANE UNIVERSITY

### Acronyms Guide

<i>Acronym</i>	<i>Definition</i>
AACC	American Association of Community Colleges
AATSP	American Association of Teachers of Spanish & Portuguese
ACE	The American Council on Education
ACIEE	American Council on International and Intercultural Education
ACTFL	American Council on the Teaching of Foreign Languages
ADV	Advanced level of language instruction/ability
AY	Academic Year
BEG	Beginning level of language instruction/ability
CAP	Tulane/Xavier Campus Affiliates Program
CBR	Tulane/Xavier Center for Bioenvironmental Research
CCSI	Cuban and Caribbean Studies Institute
CGE	Center for Global Education
CHELA	Center for Health Equity in Latin America, Tulane
CIAPA	Centro de Investigación y Adiestramiento Político-Administrativo
CIEE	Council on International Educational Exchange
CIPR	Center for Inter-American Policy & Research
CLASP	Consortium of Latin American Studies Programs
CPS	Center for Public Service
EEB	Ecology & Environmental Biology
FLAS	Foreign Language and Area Studies program
Freeman	AB Freeman School of Business, Tulane
FY	Fiscal Year
IFSA-Butler	Institute for Study Abroad, Butler University
INT	Intermediate level of language instruction/ability
LAL	The Latin American Library
LASA	Latin American Studies Association
LCTL	Less Commonly Taught Language
NCLR	National Council of La Raza
NOPL	New Orleans Public Library
OPI	Oral Proficiency Interview
OTS	Organization for Tropical Studies
Payson	Payson Center for International Development, Tulane
SAIS	Johns Hopkins School of Advanced International Studies
SCLAS	Stone Center for Latin American Studies
SECOLAS	Southeastern Council of Latin American Studies
SIT	School for International Training
SLA	School of Liberal Arts
SPHTM	School of Public Health & Tropical Medicine
SSE	School of Science & Engineering
TLS	Tulane Law School
TSA	Tulane School of Architecture

## Criterion 1: COMMITMENT TO SUBJECT AREA

### 1-A/B. Institutional Support for operations, faculty, library, et al.

<b>Table 1: University Support 2012-2013</b>	<b>Federal</b>	<b>Endowment</b>	<b>University Direct via Center</b>	<b>University</b>	<b>Extramural Grants</b>
1. Administrative Salaries	-	407,841	326,504	11,250	-
Fringe Benefits	18,606	219,970	77,329	1,198,555	-
Conferences	-	33,407	-	-	-
Supplies, equipment	1,548	31,305	-	-	-
Travel	7,558	67,967	-	14,552	-
Special Prog & Projects	-	48,128	-	-	-
Student Assistants	-	44,504	-	-	-
Miscellaneous	-	52,444	-	-	-
2. Teaching Staff	79,403	567,042	-	4,950,058	-
Post-Doctoral Research	-	171,444	-	-	-
Faculty Research	-	60,483	-	-	-
3. Library Staff	-	28,695	-	640,715	-
Library Acquisitions	-	37,247	-	376,059	-
4. Summer Programs*	-	-	149,360	-	-
5. Outreach Salaries	17,575	25,816	-	-	-
Outreach Activities	2,238	43,266	-	3,970	-
6. Student Field Research	-	53,745	-	-	15,000
Stipend/Tuition Waiver	210,000	-	455,918	1,171,900	-
<b>Totals</b>	<b>336,928</b>	<b>1,893,304</b>	<b>1,009,111</b>	<b>8,367,059</b>	<b>15,000</b>

\*additional support for International Linkages included in Operations (1), Teaching Staff (2)

Tulane has held NRC status since the inception of the program and occupies a critical position in the southern region. Few institutions of Tulane's size compare in the number of faculty, students, library resources, and research support for Latin American Studies. This critical mass of individuals with shared commitments on a small campus facilitates interaction and community. The faculty of the Roger Thayer Stone Center for Latin American Studies represents the largest interdisciplinary contingent of faculty associated with any department or program at Tulane. Latin Americanists represent 41% of all regular faculty in the departments of Anthropology, Art History, Communication, EEB, Economics, History, Political Science, Sociology, and Spanish & Portuguese; 37% are tenured. The Stone Center and Center for Inter-American Policy and Research (CIPR) have a combined endowment of \$35.1 million; an

additional \$3 million pledge will be completed by 2018. The University's contribution of \$4,950,058 supports 107 area studies and language faculty. Between AY11-12 and AY13-14, the NRC's faculty taught 606 individual language and area studies courses; 43% had 100% Latin American content, 15% had at least 50%, and 42% at least 25%. The Executive Director of the NRC reports directly to the Senior Vice-President for Academic Affairs/Provost and meets biannually with the President to discuss Stone Center initiatives. **Table 1** records all sources of financial support for Latin American research at Tulane in the six specified areas in 1-A. In the last quadrennium, the NRC received grants from Louisiana Board of Regents (\$800,000), Tinker Foundation (\$45,000), a gift from Richard Greenleaf (\$66,250), and endowments from an anonymous donor (\$5,795,000). In the same period, the Latin American Library received gifts and endowments of \$332,124, and the Middle American Research Institute (MARI), which has an endowment of \$4.2M, received \$628,785 in donations and research grants. In 2016, both will receive a joint-endowment of \$500,000 for enhancing their collections. In the last quadrennium, the President increased Tulane's contributions for the operation of Tulane's new facility in Costa Rica, which includes an Academic and Administrative Building (1981; 12,626 sq. ft.) and a Student Building with two large apartments and 24 accommodations for students (1996; 16,791 sq. ft.). It is located on 2.7 acres in Curridabat to the east of San José, near the University of Costa Rica. Tulane has also been very generous with its allocation of prime space on campus as the NRC's operations expanded. In 1997, the NRC occupied 3,500 sq. ft. in Jones Hall; it currently occupies 6,390 sq. ft. at two prime campus locations. In addition, MARI moved into 10,025 sq. ft. of LEED Gold certified space in remodeled Dinwiddie Hall.

## Criterion 2: QUALITY OF CURRICULUM DESIGN

**2-A. Baccalaureate degree programs, requirements, and quality.** Over 50 area studies specialists participated in review of our undergraduate program whose goal was to establish thematic clusters that might resist claims of disciplinary ownership. The NRC commissioned

<b>TABLE 2: Undergraduate Degree Requirements</b>			
	<b>BA Major</b>	<b>BA Minor</b>	<b>BA Honors</b>
<i>Credit Hours</i>	30	15	30
<i>LAST 1010 &amp; 1020</i>	Both	One only	Both
<i>LAST 4000</i>	Yes	No	Yes
<i>Major Concentration</i>	5 courses	3 courses	5 courses
<i>Elective Courses</i>	2 courses	2 courses	2 courses
<i>Language</i>	Advanced Linguistic Competency: Spanish or Portuguese (passing grade 4000 level or above)	Intermediate Linguistic Competency: Spanish, Portuguese or other Foreign Language (passing grade 2030 level or above)	Advanced Linguistic Competency: Spanish or Portuguese (passing grade 4000 level or above)
<i>Enrolled Students 13-14</i>	80	27	28
<i>Graduates 13-14</i>	12	13	9

modules for the clusters—Creativity, Encounter, Exchange, Identity, Land, Nation, Peoples, and Welfare—that form platforms for our introductory surveys and areas of concentration. The NRC

adopted them as an integral part of its curriculum, together with a new capstone seminar LAST 4000, in which students examine the intellectual and political trajectories of Latin American Studies, ethical questions of research and representation, and the challenges of interdisciplinary scholarship. All conduct original research based in primary sources and present their findings at a public conference with faculty discussants. The new curriculum also incorporates service learning and civic engagement as essential components. In 2012, the NRC introduced LAST 7950 (Pedagogy and Professionalization) that is required for all PhD candidates. The course draws on the ideas and themes introduced in the core seminar that all graduate students take upon entering the program and trains graduate TAs to introduce these same concepts at an introductory level to their undergraduate LAST1010 and LAST1020 students—concepts that these

undergraduates who major in LAST will later revisit more substantively in their senior-year core seminar. In this way, LAST7950 reinforces a synthetic curriculum that tightly integrates the introductory, advanced, and graduate level core course work by preparing graduate students to teach the new NRC curriculum.

**Training options for graduate students and quality.** Latin American Studies is among the largest graduate programs at Tulane. Each year, the NRC admits 10-13 students. It currently has 16 students in the MA program—two are joint degree candidates with Law or Business. It also offers an interdisciplinary PhD in Latin American Studies with 28 candidates enrolled—seven in

<b>TABLE 3: Graduate Degree Requirements</b>					
	<b>MA in LAS</b>	<b>MA/ MBA</b>	<b>MA/ JD</b>	<b>PhD</b>	<b>Joint PhD Art Hist/LAST</b>
<i>Total Hours</i>	30	75	103	54	54
<i>LA Credit Hrs</i>	30	24	24	54	48
<i>Core Seminar</i>	x	x	x	x	x
<i>Pedagogy Course</i>				x	x
<i>First Field</i>	4			10	10*
<i>Supporting Field</i>	2, 2	7	7	4,4	4,4
<i>Language</i>	x	x	x	x	x
<i>Fieldwork /Internships</i>	x			x	x
<i>Methods</i>				2	2**
<i>Comprehensives</i>				x	x
<i>Thesis/Dissert.</i>	x			x	x
<i>Students enrolled 13-14</i>	13		2	19	6
<i>Students Grad. 13-14</i>	5		1	4	
* Art History is 1st Field ** Methods of 1st Field Discipline					

a joint PhD program with Art History that offers a unique alternative to the current choice of either a disciplinary or interdisciplinary degree. In all NRC degree programs, there is a

focus on comparative perspectives that explore relationships between Latin American cases and those drawn from other world regions. In AY13-14, applications and enrollments in the NRC's graduate programs were among the three highest in the School of Liberal Arts (SLA), and our yield was 63%. Between AY09-10 and AY13-14, the NRC enrolled 57 new students, and graduated 48 with MAs and 11 with PhDs.

**2-B. Academic and career advising.** The NRC's senior academic staff provide general program counseling for all students in the program. Graduate advising occurs regularly as needed, but formal advising meetings occur twice each semester. The NRC also provides throughout the year regular professional and career-training workshops for graduate students that focus on grant writing, research proposal design, summer field research opportunities, etc. The NRC also encourages and supports graduate students in their own efforts to develop academic professionalism. For instance, the NRC provides funding for graduate students to organize and implement a full-scale graduate academic conference. Now in its 6<sup>th</sup> year, this conference takes place once a year over a 3-day period. Graduate students issue the call for papers, arrange the conference program, solicit and secure all keynote speakers and faculty panel discussants, and ensure the high academic quality of conference presentations in collaboration with NRC faculty and staff. In AY13-14, there were 42 papers by students from 26 universities. With regard to individual graduate student academic professional development, the NRC provides dedicated funding to support student travel to present their research at other national and international academic conferences.

Undergraduate advising for all majors is required twice each semester and in the capstone seminar. NRC alumni are regularly invited to campus to speak about their careers and employment opportunities. Since AY11-12, twenty-one speakers from the State Department, Peace Corps, United Nations, USAID, Council on Foreign Relations, Latin America Working Group, specialists in international business, immigration law, and journalism, and representatives of NGO's and grass roots organizations spoke to students in LAST 4000 about how to find work internationally with BA degrees. In LAST 4000 students also find and post on-line job listings weekly that are reviewed in class with the goal of advising students on how their academic,

extracurricular and professional experience can be described to satisfy the skills necessary for the position. The NRC also mentors students in preparation for their participation in academic conferences, such as the Birmingham Southern College Latin American Studies Symposium, which twenty-three students have attended over the last three years. A similar process occurs in the preparation of an annual Stone Center delegation to the Model Organization of American States. A seminar in the Fall, a course in the Spring, and participation in the Model introduce undergraduates to the history, functions, and protocols of the OAS and to the professional fields of diplomacy and regional political cooperation. While in the capital, students meet with officials and analysts at the World Bank, the International Development Bank, the OAS, and selected official diplomatic missions, who encourage students to pursue internships and employment with these types of institutions. Forty students participated in Model OAS in the last quadrennium. The NRC also acknowledges superior academic achievement among Latin Americanist students across the university in an annual Spring Awards Ceremony that recognizes the best graduate and undergraduate research papers in a variety of categories, as well as superior graduate student teaching. The NRC also hosts seminars and workshops each year that are designed to provide additional training and skills for graduate students; they are described in **Criterion 3-D.**

**Arrangements for study abroad and access to other institutions' programs.** Tulane offers both Tulane and third-party-sponsored study abroad opportunities in Latin America for undergraduate students. Tulane administers two sets of programs—one at the *Tulane at CIAPA* campus in San José, Costa Rica and another at Universidad de la Habana. In 1975, Tulane University and CIAPA (Institute for Research and Advanced Studies in Government and Public Administration), a Costa Rican non-profit “asociación,” established an academic “think tank”



whose mission was to contribute to the modernization of the Central American states. Tulane and CIAPA concluded an agreement in September 2009 for Tulane to operate the campus as *Tulane at CIAPA*. The NRC has conducted conferences and workshops there on an annual basis since AY10-11, and its current goal is to institute programs that utilize the facility for Tulane students year round. To that end, the NRC has sponsored “Social Justice in Latin America” (Summer 2006), “Early Experience Abroad for Freshmen and Sophomores” (Fall 2012), “Altman Program in International Studies & Business” (Summer 2013 & 2014), “Tropical & Environmental Studies” (Spring 2014), and “Central American Experience” (Fall 2015). Tulane faculty teach all non-language courses with extensive travel, service learning, and fieldwork options; three of the programs are constructed as immersion language experiences.

In 2008, Tulane University established an agreement with Universidad de la Habana to host a regular semester abroad program in Cuba, which it inaugurated in AY10-11. Since that date, 23 students have spent the Fall semester in Cuba with a resident faculty director. The NRC’s Cuban and Caribbean Studies Institute (CCSI) has also sponsored programs for Tulane’s School of Public Health and Tropical Medicine (SPHTM; 9 students in 2013, 18 in 2014), the Payson Institute for International Development (Payson; 21 students in 2013, 24 students in 2014), and the Tulane School of Architecture (TSA; 15 students in 2012). In addition, the NRC administers Tulane Summer Programs in Argentina, Chile, Cuba, and FLAS-eligible intensive language programs in Guatemala (Kaqchikel Maya) and São Paulo, Brazil (Portuguese). The NRC’s “Summer in Brazil” program was begun as part of NRC/FLAS activities for the last quadrennium; 75 students have attended since 2011. Tulane undergraduates also enroll in JSA/JYA study abroad opportunities sponsored by CIEE, SIT, OTS, IFSA-Butler, and

Middlebury in Argentina (3), Brazil (4), Chile (3), Ecuador (1), Peru (1), and Uruguay (1); 208 students have attended between 2010 and 2014.

### Criterion 3: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**3-A. Courses in non-language disciplines and area coverage.** In AY13-14, the NRC's faculty consisted of 69 core Latin Americanists, 14 associates, 27 affiliates, 9 emeritus, 6 visiting professors, and 7 post-doctoral fellows, representing the largest contingent of faculty associated

<b>TABLE 4: Course &amp; Area Coverage</b>	<b>AY11-12</b>	<b>AY12-13</b>	<b>AY13-14</b>
<b>Liberal Arts &amp; Sciences</b>			
African Diaspora Studies	2	1	1
Anthropology	37	45	61
Art History	4	8	15
Communication	10	11	8
Dance	1	3	3
Earth & Env. Sciences	8	9	12
EEB	13	14	20
Economics	12	13	9
English	3	4	3
French	1	1	0
Haitian Creole	4	4	4
History	18	36	27
Intern'l Development	11	15	15
Latin American Studies	25	51	32
Linguistics	4	3	4
Music	2	4	2
Political Economy	1	3	3
Political Science	9	23	9
Portuguese Language	4	3	6
Portuguese Literature	2	8	5
Sociology	6	12	9
Spanish Language	22	20	22
Spanish Literature	11	26	32
<b>Professional Schools</b>			
Architecture	2	2	7
Business	14	16	16
Law	19	18	15
SPHTM	14	38	23
NOTE: Courses with multiple sections or courses repeated across semesters are counted as one course.			

with any department or interdisciplinary program at Tulane. Our core faculty strengths today are in Mexico and Central America (23), Southern Cone and the Andes (15), Brazil (14), and Cuba and the Caribbean (12). The structures of specific degree programs are shown in **Tables 2 & 3** and the breadth of disciplinary and area coverage in **Table 4** and in **Appendix 3: Course List**.

**Area courses in the professional schools.** Tulane's professional schools provide training options in a wide variety of fields. In AY12-13 & AY13-14, the professional schools offered 7 courses with 100% Latin American

content, 14 with 50%, and 76 courses with at least 25%; total undergraduate and graduate courses are recorded in **Table 4**. The NRC has joint degree programs with Tulane Law School (TLS) and the Freeman School of Business (Freeman), and will establish a third with SPHTM. The appointments of Colin Crawford as Executive Director of the Payson Institute of International Development (Payson) at TLS and Arachu Castro as the Samuel Z. Stone Professor of Latin American Public Health at SPHTM have produced intensified collaborations with both schools.

(A) TLS's excellence in the fields of international and comparative law, maritime law, and environmental law draws many Latin Americans. TLS maintains formal international exchange programs with Universidad de Buenos Aires (Argentina), Universidad de los Andes (Chile), Universidad Autónoma de Nuevo León (Mexico), ESADE at Universitat Ramon Llull (Barcelona), and Universidad de Carlos III (Madrid). Colin Crawford introduced several innovative intercession and summer field modules—"Sustainable Development, Law, and Policy" in Panamá, "Property Law & Policy in Cuba: the Creation of Property Markets" in La Habana, and "Law and Sustainable Development: Comparative and International Perspectives" in Rio de Janeiro. TLS also joined Universidad de los Andes (Colombia) and Fundação Getulio Vargas (Brazil) to develop a unique Moot Court competition on sustainable development argued before the Inter-American Court of Human Rights. In its fourth year, there were 25 teams represented from 8 countries.

(B) In 2003, SPHTM opened the Health Office for Latin America in Lima, Peru (HOLA) to develop and implement public health research projects between Tulane and Latin American researchers. In 2008-09, SPHTM next established the Office of Global Health to foster international research collaborations and to fund Fogarty Scholars, a multidisciplinary global

health certificate program for students from any Tulane school or department. Arachu Castro has twice led “Public Health in Cuba,” a two-week graduate Summer Field Course at the Escuela Nacional de Salud Pública in La Habana that examines how Cuba has developed universal health care with a special emphasis on the efforts to strengthen primary health care and to articulate it with more complex levels of care. The Stone Chair will help the NRC establish new joint degree and certificate programs with SPHTM and will establish the new Center for Health Equity in Latin America (CHELA).

(C) Freeman offers undergraduate study abroad opportunities at Universidad de Belgrano (Argentina), Fundação Getulio Vargas (Brazil), INSPER (Brazil), Universidad de Chile, Universidad de los Andes (Colombia), ITAM (Mexico), ITESM (Mexico), and a semester abroad at ICADE in Spain. In 2007, Freeman also created a new Global MBA (GMBA) in collaboration with ITAM (Mexico City, Mexico), IESA (Caracas, Venezuela), and Universidad de los Andes (Bogotá, Colombia). The 36-hour program includes 17 hours of core MBA courses plus a Global MBA curriculum. The latter is an international business concentration covering international leadership and teambuilding, global strategy and competition, negotiations, international finance, and global supply chains. The program cohort includes 10 Freeman students, 13 students from ITAM, 13 from IESA, and nine from Universidad de los Andes, who during breaks in the course of their two-year MBA, attend classes in five countries with this international cohort.

Freeman has dual degree programs in Management and Finance with IPADE (Mexico)\*, ITESM (Monterrey)\*, ITAM (Mexico City)\*, Universidad Francisco Marroquín (Guatemala)\*, IESA (Caracas)\*, Universidad de los Andes (Bogotá)\*, Universidad ICESI (Cali)\*, Centrum Católica de Perú (Lima)\*, Universidad de Chile (Santiago), and Universidad de Puerto Rico\*. Freeman is

also in the process of establishing a dual degree program with INSPER (São Paulo)\* and provides PhDs training to Latin American faculty at those schools with an asterisk.

Freeman founded the Latin American Research Consortium in 1995 to promote scholarly research on Latin American markets and business. Institutions represented at the consortium meetings in the past have included Banco Central do Brazil, EGADE, ESPAE-ESPOL, Fundação Getúlio Vargas, ICADE (Spain), IESA, INCAE, INSPER, ITAM, ITESM-Guadalajara, ITESM-Monterrey, Instituto de Empresa (Spain), and the Universidades de Belgrano, Chile, de los Andes, Francisco Marroquín, Católica de Bolivia, Católica de Peru, TCU, University of Illinois, and UCLA. Freeman also sponsors Burkenroad Latin America, a series of research reports whose objective is to improve the efficiency of capital markets and to promote the development and growth of public Small-to-Medium-sized Enterprises and less-traded firms in the countries covered by the business school's partners.

**3-B. Depth of specialized course coverage.** **Table 4** and **Appendix 3** demonstrate Tulane's thorough coverage of regions across a broad spectrum of methodological and disciplinary perspectives. In addition, **Table 7** shows the research clusters, institutes, and councils developed to support research and curriculum. The NRC provides funds from endowment to members of these clusters as incentives for collaborative and interdisciplinary work most frequently manifested in the conferences, colloquia, and lecture series cited in **Table 10**.

**3-C. Interdisciplinary offerings.** The NRC's revision of its BA interdisciplinary curriculum is addressed in **Criterion 2-A**. For MA and PhD students, the introduction to interdisciplinary research following the NRC's curricular vision for Latin American Studies begins in LAST 7000. Currently, the seminar consists of five integrated units shaped around a core research project —(1) Area Studies, (2) Interdisciplinarity, (3) Professional Development, (4) Research

Design, and (5) Case Studies of four broad research fields within Latin American Studies (humanities & cultural studies; history & social sciences; natural & environmental sciences; and applied & activist scholarship). Six weeks are devoted to explorations of these paradigms and to their research methods, discussing seminal readings within each of the fields in relationship to students' emerging research projects. Participants present a project prospectus at the end of the sixth week and subsequently frame their research as a grant application to the NRC's Summer Field Research Grant program. The seminar provides (1) familiarity with Latin American area studies as a distinct intellectual tradition, (2) knowledge of how to design and carry out a field research project with academic rigor, and (3) the definition of a coherent research project that cannot be readily achieved by relying exclusively on disciplinary or even macro-disciplinary methods. The ultimate goal of the seminar is for students to use their seminar research project and term paper as the basis for a more complete MA thesis or PhD dissertation, while also thinking more deliberately about the career and professional possibilities of their graduate education.

**3-D. Numbers of non-language faculty.** Tulane has built over five decades an extensive, balanced, and engaged community of Latin Americanists. The combined effect of federal support, university commitment, and the NRC's capacity to raise funds to endow new positions places us in an enviable position. The NRC has 13 endowed chairs and professorships, 10 dedicated to Latin America, and 3 others held by Latin American scholars. Five were filled in the last quadrennium, and three new ones, established by an anonymous endowment of \$5.6M, will be filled in the current quadrennium. The NRC has a chair honoring a distinguished Latin Americanist, three full-time and two half-time faculty positions in the Center, three dedicated Latin Americanist lines in SLA, two post-doctoral teaching fellows in the Stone Center, four

post-doctoral research fellows in the Center for Inter-American Policy and Research, and the financial capability to fund adjuncts or regular faculty to teach three to five special courses each semester. In the last quadrennium, the NRC also had nine Latin American Greenleaf Fellows conducting research in the Latin American Library (LAL) and four Mellon Post-Doctoral Fellows concentrating on Latin America and the Caribbean. We will again have two new Mellon Fellows beginning in the Fall.

The NRC has been active this quadrennium in recruiting new faculty to support strategic foci. They included 29 regular faculty, 8 visiting faculty, 10 post-doctoral fellows, and 1 distinguished visiting Greenleaf Chair in Latin American Studies (M. Alcántara). In the same period, the NRC lost 5 faculty to retirements (W. Andrews, H. Bricker, V. Bricker, D. Healen, M. Huggins, and C. MacLachlan,) and 9 others who left the university. The NRC has strong faculty representation in all critical departments. The following ratios of Latin Americanists (left) to non-Latin Americanists (right) in Spring 2014 reflect that strength—Anthropology (12/8), Art History (5/4), Communication (3/9), EEB (5/5), Economics (3/13), History (8/15), Political Science (6/12), Sociology (1/9), and Spanish and Portuguese (11/4). Latin Americanists represent 41% of all regular faculty in these departments; 37% are tenured. **Appendix 2** shows the number and specialization of non-language faculty.

**Pedagogy training for instructional assistants.** Tulane's Graduate School and its Center for Engaged Learning and Training (CELT) offer workshops and resources for the training of TAs. In addition, the NRC has required since AY11-12 that all PhD candidates complete LAST 7950 (Pedagogy and Professionalization), which focuses on advancing their professional skill sets, developing interdisciplinary pedagogies for the new core curriculum of LAST 1010-1020, and developing knowledge about career possibilities beyond academia. Mandatory mentoring by

current graduate student instructors advances the teaching skills of both parties. The Assistant Directors observe graduate student instructors at three points in their professional development, evaluating their progress with quantitative and qualitative assessment methods.

#### **Criterion 4: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**4-A Extent of language instruction and enrollment.** Tulane University offers language instruction in Spanish, Portuguese, Haitian Creole, Nahuatl, Yucatec Maya and Kaqchikel Maya. Reductions in the NRC budget required the Stone Center to support the full salaries of two LCTL instructors—one in indigenous languages and another in Haitian Creole—through funds from the Greenleaf Chair. Next year, Tulane will pay 100% of the salaries of both. Marc Zender (Nahuatl, Yucatecan, Ch’olan, Tzeltalan, and Maya Epigraphy) now holds a tenure-track position in Anthropology, and Wedsly Guerrier (Haitian Creole) holds a regular faculty appointment as Professor of Practice in French and Italian.

The Department of Spanish and Portuguese offers basic language courses at the undergraduate and graduate level. The NRC offers Kaqchikel Maya as an intensive immersion program in Guatemala each summer. Instruction is offered at the beginning, intermediate and advanced levels and students are encouraged to attend multiple summers in order to develop their skills. Three semesters of Haitian Creole are offered, and students continue their instruction through enrollment in independent studies course and summer institutes. Nahuatl and Yucatec Maya are offered as one-semester graduate-level Anthropology courses. Native-speaker language specialists assist a professor in the classroom and work with the students individually and in small groups.

The foreign language requirement for Tulane undergraduates adopted in AY06-07 states that “all students must demonstrate competency in a foreign language and must complete at least one



course at Tulane University in that language” SLA requires proficiency in a foreign language by passing a course at the 2030 level (third semester) or above. The NRC urges students to apply for Summer FLAS fellowships to attend language institutes to increase proficiency at the intermediate and advanced levels. In 2006-07, Tulane created new “teaching faculty” positions of Lecturer and Professor of Practice to help professionalize lower level language classes—one Senior Lecturer is the Basic Language Program Director, another coordinates the SPAN 2040 (Conversation and Composition) course, a third coordinates SPAN 3040 (Advanced Grammar and Writing), and others teach SPAN 3290 (Business and Legal Spanish) and SPAN 3300

<b>TABLE 5: Language Enrollments 2010-2014</b>								
<b>Language</b>	<b>AY10-11</b>		<b>AY11-12</b>		<b>AY12-13</b>		<b>AY13-14</b>	
<b>SPANISH</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>
Beginning	691	4	682	5	667	0	648	2
Intermediate	1179	3	1693	6	1555	6	1424	2
Advanced	605	62	467	70	533	64	750	131
<i>Spanish Total</i>	<b>2475</b>	<b>69</b>	<b>2842</b>	<b>81</b>	<b>2755</b>	<b>70</b>	<b>2822</b>	<b>135</b>
<b>PORTUGUESE</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>
Beginning	43	10	55	7	59	4	35	5
Intermediate	31	6	61	15	62	15	110	21
Advanced	29	27	19	15	21	19	31	23
<i>Portuguese Total</i>	<b>103</b>	<b>43</b>	<b>135</b>	<b>37</b>	<b>142</b>	<b>38</b>	<b>176</b>	<b>49</b>
<b>LCTL</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>	<b>UG</b>	<b>G</b>
HC Beginning	11	3	13	1	10	2	4	6
HC Intermediate	4	2	6	7	4	4	3	10
Kaqchikel Beg	2	3	4	8	3	6	3	8
Kaqchikel Interm		1		1		2		
Kaqchikel ADV		1						
Nahuatl BEG	6	3			3	6	7	13
Yucatec Maya BEG			4	3			5	6
<i>LCTL Total</i>	<b>23</b>	<b>13</b>	<b>27</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>22</b>	<b>43</b>
<b>TOTALS</b>	<b>2601</b>	<b>125</b>	<b>3004</b>	<b>138</b>	<b>2917</b>	<b>128</b>	<b>3020</b>	<b>227</b>

(Spanish for the Health Sciences) as well as content courses and basic language courses as needed. Adjunct Instructors typically teach three language courses in the Fall and two in the Spring. Adjunct Instructors and Graduate

Teaching Assistants are trained and supervised by the Basic Language Program Director and annual pedagogy workshops are held for these instructors as well, further ensuring that they are following best practices in the field.

As of Fall 2009, the Portuguese program implemented two major initiatives to maximize student retention beyond the intermediate level: (1) a new joint undergraduate major in Spanish and

Portuguese requiring five courses in Portuguese third year or above and the same number of equivalent courses in Spanish and (2) regular offerings every semester of at least one 4000-level and one 6000-level content course in Portuguese. This expansion of course offerings has allowed the Portuguese program to be better able to meet the anticipated increase in demand for 4000-level courses (especially from mid-level undergraduates pursuing the joint major) without diminishing the experience of the advanced undergraduate and graduate students.

#### **4-B. Levels of language training and disciplinary courses offered in foreign languages.**

**Table 5** and **Appendix B** record all language courses that have been regularly offered in AY12-13 and AY13-14. At present, the Department of Spanish and Portuguese offers many courses in Spanish and Portuguese on Latin American gender, identity, film, music, art, and popular culture, but few other courses on campus are taught in Latin American languages. Nevertheless, in upper-level undergraduate and graduate courses, students are urged to use primary language source materials. In addition, Service Learning in courses with Latin American content include projects that enable students to utilize Spanish, Portuguese or Haitian Creole with Community Partners at the Hispanic Apostolate and other local NGOs. For more information on Service Learning at Tulane, see **Criterion 7**. Finally, the NRC holds regular Portuguese *Bate-Papos* and Spanish *Mesas de Conversación* that are attended by 2-3 faculty and 1-10 students.

The Department of Spanish and Portuguese offers two classes every year to address the needs of students in the professional schools. In SPAN 3290 (Business and Legal Spanish) and SPAN 3300 {Spanish for the Health Sciences), students study the Spanish language and lexicon as it is used in these professions, as well as contexts for proper usage and practice. Many students take the second class together with the Service Learning option and contribute between 20 and 40 hours to a community partner, usually a clinic or a hospital.

**4-C. Numbers of language faculty.** The Department of Spanish and Portuguese is the largest language department on campus; Spanish enrollments in AY13-14 were 2,957 students and Portuguese enrollments were 225 (an increase of 54% since AY10-11). In the same year, ten tenure-rank faculty offered Spanish courses at the 3000-level or above, six Lecturers taught at the 1000-to 3000-levels, and 17 Adjunct Instructors and 7 Graduate Assistants taught at the 1000-3000-levels. In addition, two tenure-track faculty taught Portuguese courses at the 2000-7000-levels and two Graduate Assistants offered courses at the 1000-2000-levels. A third faculty member, who regularly offers courses in Portuguese, was on academic leave.

**Exposure of staff to language pedagogy and performance-based evaluation.** The Basic Language Program Director regularly enrolls in specialized training courses, attends the ACTFL National Convention, and implements innovative pedagogy standards including performance-based grading rubrics, ACTFL-style oral proficiency interview-style oral exams, open-ended communicative written exams, and integrated writing and oral assignments. In the Fall 2014 semester, the goals and objectives of the Basic Language Program will integrate ACTFL's *Can Do* statements (published December 2013) as base target assessment points and align all courses with these statements to track projected proficiency levels. Before teaching, language Instructors and Graduate Assistants take "Methods of Teaching Spanish & Portuguese" and participate in training sessions on language pedagogy, communicative methodology, evaluation techniques, assessment instruments, and peer observation sessions. The Basic Language Program Director observes the performance of all instructors. Language teachers are urged to attend regular brown bag sessions, lectures, and workshops on best practices for engaged classrooms offered by CELT, where many lecturers and faculty serve as Faculty Fellows that has enabled them to explore, develop and refine their teaching practices. Starting in Year 2, the NRC proposes to

support a Lecturer in Portuguese language instruction in order to support increased enrollments in Beginning and Intermediate Portuguese language and to help existing Portuguese faculty conduct proficiency testing of FLAS recipients, graduate students, and students enrolled as Portuguese and Latin American Studies majors.

**4-D. Quality of the program as measured by performance-based evaluation.** Beginning & Intermediate Spanish and Portuguese course outcomes follow ACTFL's National Standards and the ACTFL Proficiency Scale. Courses are entirely communicative in nature; written quizzes, oral interviews, compositions, essay-style examinations, and interactive task-based activities permit a thorough performance-based assessment of working language ability, and course activities are designed to move students progressively toward proficiency. Advanced courses build on these levels and continue to that end. Kaqchikel courses are offered via a full immersion-style teaching approach, with students expected to produce and perform in the language from the first day and throughout the Summer program.

**Adequacy of resources for language teaching and practice.** The Language Learning Center provides media, facilities, equipment, and consultation services to enhance language education at Tulane. A growing collection of foreign language video material, currently numbering almost 1,500 titles, is available for use in class or for students to view independently. Region-free and multi-standard equipment allows for the screening of video filmed in any international format. Three technology classrooms with integrated projection systems are available for foreign language classes. The student computer language lab is open sixty-five hours per week. Faculty have access to video editing equipment, a recording studio, computers, scanners, and a high-quality color laser printer. Additional equipment available to faculty includes audio players, video carts with DVD players and monitors, projector carts with media projectors and

laptops, and digital cameras. A fulltime technical support specialist is available to assist faculty with technology issues and to provide training sessions. An instructional technologist provides support for the technology rooms, student lab, and all equipment.

**Language proficiency requirements.** Effective Fall 2006, all incoming undergraduate students fulfill an enhanced core curriculum foreign language requirement of at least one foreign language class at Tulane *and* demonstrate competency at the 1020/1120 level in that language. SLA requires competency at the 2030 level or higher. The syllabi for the introductory sequence of courses now are directly linked to the ACTFL Proficiency Scale at the Intermediate-Low and Intermediate-Mid Level respectively and course objectives are specifically and intentionally linked to these proficiency guidelines. Undergraduate majors in Latin American Studies are required to move beyond the lower level language courses and urged to study abroad in language immersion programs. All must attain an Intermediate-Mid Level of language production on the ACTFL Proficiency Scale in at least one Latin American language and are required to conduct primary and secondary research using foreign language sources in LAST 4000. Undergraduate majors in Spanish and Portuguese are expected to attain a proficiency level of at least Advanced-Low on the ACTFL Proficiency-Scale. MA students must achieve an ACTFL equivalent rating of Intermediate–Mid for Spanish or Portuguese. PhD candidates must attain this score in two Latin American languages. The proficiency level of graduate students in Latin American Studies is assessed by an ACTFL Oral Proficiency-style interview with the Basic Language Program Director, who attained limited certification as an ACTFL Proficiency Tester and full certification as an ACTFL Proficiency Rater.

## **Criterion 5: STRENGTH OF THE LIBRARY**

**5-A. Relative strengths of holdings.** Tulane's Latin American Library (LAL) comprises 15.8% of the holdings of the Howard-Tilton Memorial Library and occupies one sixth of its floor space. Tulane's monograph and serial holdings of 513,171 place it among the top four libraries (Texas, Yale, and Harvard) as reported in SALALM surveys through AY11-12, and LAL's expenditures on acquisitions ranked third in AY11-12 behind only Harvard and Texas. In addition, MARI's collection includes approximately 5,300 books, 150,000 photographs, and over 100,000 archival documents and 250,000 objects.

LAL's collections encompass all Latin America and the Caribbean, but the library's focus since its formation in 1924 has been Mesoamerica and the trans-Caribbean region. Its Guatemalan, Belize, Yucatan Peninsula, and Chiapas holdings are perhaps the best in the United States. The LAL is also the U.S. institution that acquires the largest number of monographs and serials published in indigenous languages from Guatemala as well as extensive publications in Nahuatl, Yucatec, and other indigenous languages of Mesoamerica. LAL's Special Collections include unique collections of (1) original Mexican pictorial manuscripts, nine of which are from the 16th century, (2) several thousand colonial Mexican manuscripts, (3) native-language dictionaries, grammars, catechisms, legal dossiers, administrative proceedings, and notarial records from New Spain, (4) correspondence, political and religious pamphlets, flyers, and ephemera from Central America, (5) 52,347 still photographs and slides, (6) field notes, photographs and over 2,000 full-scale rubbings of Mayan relief sculpture made by Merle Greene Robertson, (7) personal papers and correspondence from major anthropologists and art historians of Mesoamerica, such as Donald Robertson, Ross Parmenter and Mary Elizabeth Smith, (8) original silver design drawings and drawings documenting the work of Willam Spratling (1900-1967), (9) significant

runs of Brazilian 19<sup>th</sup>- and early 20<sup>th</sup>-century journals, most notably of the state historical societies. Among recent acquisitions are a microfilm set of the Archivo General de Centroamérica, 1544–1821, 1,500 original photographs, postcards and other images of Honduras, and other carefully curated extensions of our holdings of rare books, photographs, vintage postcards, printed ephemera, and manuscripts.

**Financial support for acquisitions and staff by university.** In AY12-13, the LAL budget was \$1,037,849—(1) acquisitions: \$376,059; (2) staff salaries: \$640,715, and (3) monograph and serial binding costs: \$21,075. The NRC and the Doris Stone Librarian have secured since AY07-08 pledges, gifts, and endowments totaling \$2,395,000 for the LAL. They include \$1.8M from the Zemurray Foundation for salary support for the Doris Stone Librarian and for acquisitions

<b>TABLE 6: LIBRARY</b>	<b>Howard-Tilton</b>	<b>LAL</b>	<b>% LAL</b>
Size of Collections July 2013 *excluding 943,718 e-books	\$2,903,456	\$513,171	17.67%
Acquisitions Budget/Expenditures 2012-2013	\$7,852,167	\$376,059	4.79%
Acquisitions Budget/Expenditures 2011-2012	\$7,648,847	\$367,934	4.81%
Acquisitions Budget/Expenditures 2010-2011	\$7,052,459	\$492,934	6.99%
Acquisitions Budget/Expenditures 2009-2010	\$6,745,944	\$559,156	8.29%
*Percentages have decreased as inflated costs of library expenditures increased			

and special projects and \$500K from Richard E. Greenleaf to support research by Latin American scholars in the LAL. Since AY10-11, the LAL received

\$30,024 for the Jim and Penny Morrill Endowment Fund for Mesoamerican Art History Acquisitions (plus a \$12,000 gift), \$50,100 for the Abbye and Steve Gorin Endowed Fund for Photographic Materials, \$75,000 for the Christian Pradell Endowed Fund for LAL Acquisitions, and \$165,000 for the Richard E. Greenleaf Latin American Library Endowment—a total of \$332,124. The NRC also received a \$500,000 endowment to support the integration and strategic growth of the collections at MARI and LAL.

The university supports 6 FTEs in the LAL. In AY12-13, these included the Director, the Curator of Special Collections, the Research and Instruction Librarian, the Stacks & Office Manager, the Coordinator of Serials and Gifts, and the Administrative and Bibliographic Assistant. In addition, the university supported through the library the following staff positions: 3 FTE Librarians, 5 FTE Library Technicians, and 0.5 FTE Unit Coordinators. The salary estimate of Technical Services staff working on LAL materials was \$328,679.

**5-B. Availability of materials through cooperative agreements and on-line databases.**

Tulane is a contributing member to several consortia—the Latin American Research Resources Project (LARRP), Latin American Microfilm Project (LAMP), Online Computer Library Center (OCLC), and Latin American Studies Southeast Region (LASER)—and participates in the distributed resources project of the Association of Research Library (ARL) with responsibility for Guatemala and Belize. The LAL established joint projects to digitize (1) complementary archival collections of Nicaraguan presidential papers held at Tulane and the Instituto de Historia de Nicaragua y Centroamérica (IHNCA) and (2) newspapers and photographs from 1820 to 1939 held at Tulane, the Biblioteca Luis Angel Arango in Bogotá and Ibero-Americanische Institut in Berlin. Finally, The LAL has hosted the Secretariat of the Seminar for the Acquisition of Latin American Library Materials (SALALM) since AY05-06 and the SALALM Annual Meeting in AY08-09. Doris Stone Librarian Hortensia Calvo is Executive Director of SALALM, which Tulane will continue to host through AY17-18. Detailed information on web-resources, access, and use are provided in **Criterion 9**.

**Criterion 6: QUALITY OF STAFF RESOURCES**

**6-A. Extent to which faculty and staff are qualified.** Thomas Reese has served as Executive Director since 1999. Reese, formerly Vice-President of the College Art Association and Deputy



Director of the Getty Research Institute, earned the PhD at Yale University in the History of Art. His recent work focuses on historiographical issues and architecture and urbanism in turn-of-the-century Mexico City, Buenos Aires, and Panamá. Asst. Dir. James Huck, formerly Director of Latin American Studies at Albright College and a specialist on contemporary Mexican foreign policy under Salinas, earned the PhD with distinction at Tulane in 1997. He edited the five volume series, "Global Studies: Latin America," for ABC-Clio Reference Publishers, authored its volume on Mexico, and received the 2010 Gulf-South Summit's Award for Outstanding Faculty Contributions to Service-Learning Instruction. Asst. Dir. Edith Wolfe, a recipient of AAUW, Fulbright and SSRC fellowships and a cultural historian whose work focuses on ethnicity and identity in Brazil, received her MA in Latin American Studies at UCLA and her PhD in Art History at the University of Texas where her dissertation was recognized as the Outstanding Dissertation in the Humanities in 2005-2006.

Academic Analytics' Faculty Scholarly Productivity Index, a rating system of doctoral programs based on quantitative assessments of faculty productivity rather than reputation, listed two programs at Tulane in 2006-07 among the top two in their respective categories: Latin American Studies under the category "Area and Ethnic Studies, Various" and Spanish and Portuguese under "Spanish Language and Literature." For 2006-07, Tulane's Stone Center was second in the category of "Area and Ethnic Studies, Various." Harvard's African and African American Studies Program was first, but Tulane's program was ranked first among those identified as Latin American Studies, ahead of UT Austin (third) and the University of New Mexico (eighth).

**Development opportunities and overseas experience for faculty and staff.** In the last quadrennium, the NRC funded 40 Summer Field Research Grants for faculty and professional librarians (averaging \$2,000 each), provided \$54,901.20 in airfare and per-diem for 115 trips to

professional meetings, and awarded over \$100,632 for research, translation, and publication subsidies, including funding for staff and TAs to attend 43 professional development workshops. In addition, the NRC budgets \$5,000 to support the travel of professional school faculty and administrators who wish to develop programs at our Costa Rican facility.

**Time faculty and administrators commit to teaching and advising of students.** The NRC sets the high standard that its 69 core faculty who teach at least one 100% Latin American content course annually. Between AY11-12 and AY13-14, the NRC sponsored 553 non-language courses with 100% Latin American content with enrollments of 5,025. Course titles by department are listed in **Appendix B**. Within the NRC, Huck and Reese teach the core graduate seminar, Wolfe and Huck teach the undergraduate capstone annually and alternate teaching the CLAS Tide, the honors section of “Introduction to Latin American Studies,” and a graduate-undergraduate (6000) level special-topics seminar. Reese spends 10% of his time advising, Huck 40%, Wolfe 50%, and Wise 30%.

**FIGURE 1: Organizational Chart**



**6-B. Adequacy of staffing and oversight.** Thomas Reese, who has been Executive Director of the NRC since 1999, reports directly to the Senior Vice President for Academic Affairs/Provost. Under the umbrella of the Stone Center, Ludovico Feoli (PhD, Political Science) directs the Center for Inter-American Policy and Research (CIPR), where Program Coordinator Kelly Jones, supports daily operations. Ana López, supported by Associate Director Carolina Caballero, directs the CCSI. Laura Wise, the NRC's Program Manager for Academic Programs, oversees the activities of the CCSI and manages five Latin American Summer Abroad programs run by the Stone Center. Valerie McGinley, Director of Planning and Management, is responsible for planning and supervision of outreach, media, public relations, and publications, external partnerships, and the coordination of NRC and grant funded initiatives including major gift solicitation and institutional and foundation grant applications. Suyapa Inglés is Assistant Director for Administration, and Barbara Carter is Administrative Secretary. Denise Woltering Vargas, Senior Program Manager of Educational & Community Programs, directs the outreach activities of the NRC, focusing primarily on K-12 teaching training activities. In addition, the Center works closely with Scott Pentzer, Associate Dean for the Center for Global Education (CGE), and Annie Gibson, Administrative Faculty in the CGE on the faculty-led academic programs abroad in Cuba and Costa Rica.

The NRC has a system of governance in which committees make decisions on almost every issue of consequence. The Executive Committee (EC), which meets quarterly, is composed of eight elected members from the humanities, social sciences, natural sciences, and professional schools and two graduate student representatives. The directors of the CCSI, MARI, LAL, Payson, CIPR, and CHELA (once established formally) are ex officio members. Each elected member chairs one of the NRC's standing committees and has responsibility for evaluating the purviews

and performances of these programs on a biannual basis. The organization of staff resources and the interdisciplinary faculty research clusters and institutes are described in **Figure 1**.

**6-C. Nondiscriminatory practices and advocacy.** Tulane University is committed to promoting an academic culture and environment that embraces equal opportunity and prohibits any form of discrimination on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status or veteran status. It subscribes to the philosophy that equal opportunity is central to fostering an environment for educational excellence. Tulane's Diversity and Inclusive Excellence Statement (<http://tulane.edu/equity/diversity-statement.cfm>) confirms the central commitment to integrate intentionally diversity efforts into the core aspects of the university as a vital asset of institutional life. The statement articulates a set of principles and action imperatives for the Tulane community, chief among which is a call to pursue the interdependent ideals of diversity and excellence, to increase compositional diversity in an educational environment in which all can thrive, and to monitor and address inequities. Tulane's diversity and inclusion work is guided by strategic imperatives that focus on recruiting and retaining a diverse faculty and student body, embedding diversity in its research, teaching and service, building cultural competencies, and implementing supportive institutional policies and practices. Tulane's Office of Institutional Equity (OIE) works collaboratively across campus to provide information and education about relevant federal and state Equal Opportunity regulations. OIE is charged with conducting investigations that conform to Tulane's Equal Opportunity policies. OIE partners with Tulane's leadership to identify best diversity practices and to implement Tulane's Affirmative Action plans for women, minorities, veterans, and individuals with disabilities. The office also provides tailored educational services on such topics as workplace

diversity, minimizing implicit bias in the hiring process, and equal opportunity principles and practices, among others. The composition of the Tulane faculty as of Fall 2013 is 133 Asian, 109 Black or African American, 98 Hispanic, 6 Native American, 1464 White, and 10 Other.

### Criterion 7: OUTREACH ACTIVITIES

The mission of the NRC's outreach programs is to promote the study and understanding of Latin America through programs that insure high academic quality and content that is accessible and relevant for our diverse audiences. At the core of our outreach activities is the Latin American Resource Center (LARC), whose core mission is teacher training and the development of resources for K-12 education, in addition to post-secondary and community outreach programming. Valerie McGinley, the Director of Planning & Management, and Denise Woltering Vargas, the Senior Program Manager for Educational & Community Programs, plan and coordinate LARC activities utilizing feedback data from evaluation data, in particular the K-

12 Master Teacher Focus Group.

<b>TABLE 7: K-12 Teacher Training Activities 2010-2014</b>		
	# events	attendance
<i>Professional Development</i>		
Local Workshops	27	683
Regional Institutes/Workshops	16	287
<i>Professional Meeting Presentations</i>		
Local Educator Meetings	8	320
Regional and National Meeting	4	200
<i>In-service and Pre-service Teacher Presentations</i>		
In-service teachers	12	322
Pre-service teachers	13	280
<b>TOTAL</b>	<b>80</b>	<b>2092</b>

#### K-12 Outreach activities.

K-12 outreach activities focus on (1) collaborative teacher training activities at national, regional, and local levels, (2) participation in professional meetings for

educators, (3) school-site activities for educators and students, (4) the provision of curriculum resources through the lending library, (5) the publication of content-based materials, and (6) the delivery of materials through both the NRC and CLASP website (**Absolute Priority**).

Collaborative teacher training activities are conducted with other NRCs and organizations of

professional educators. The NRC conducted national educator institutes that included *Using Children's Literature to Explore Latin America* (with Vanderbilt, Georgetown, and Teaching for Change), *Film in Latin America* (with Vanderbilt and Millsaps College), *Integrating Portuguese in the K-12 Classroom* (with Vanderbilt and University of Georgia), the Summer Teacher Competition (with CLASP), and *Signs of Change* in Guatemala. It also conducted the following local teacher training workshops among many more—*Day of the Dead* (with the New Orleans Mexican Consulate and The Ogden Museum of Southern Art), *Teaching the Maya*, *Brazil on Tour*, *Jewish Latin America*, and *Cuban Literacy Campaign*. The NRC made presentations at professional meetings at AATSP, ACTFL, Asia Society, CLASP, LASA, Louisiana Council for Social Studies, National Council for Teachers of English, National Council for the Social Studies, and National Latino Children's Literature Conference. In the last quadrennium, the NRC's site-specific school projects focused on the development of international and arts integration content in New Orleans' public, private, and charter schools.

LARC's Lending Library is widely recognized as the largest available collection of Latin American film and curricular materials for educators nationwide. K-12 teachers accounted for 72% of the 1,066 registered users of LARC's online content. Between August 2010 and May 2014, LARC fulfilled 667 loan requests to K-12 teachers, who represent 18% of the 720 users of its collection of 4,200 titles. LARC also published 35 new online curriculum guides and audio podcasts designed for the K-12 classroom. The NRC's units on Latin America are uploaded and are accessible to over 19,000 educators.

**Outreach at the postsecondary level.** In the last four years, the NRC hosted scholarly programs for faculty, students, educators, and broad public constituencies; all appear on the Stone Center's website. Educators from Delgado Community College, Dillard University, Loyola University,

Our Lady of Holy Cross College, Southern University of New Orleans, Southeastern University, UNO, and Xavier University, attended LARC-sponsored teacher-training activities and utilized the Visiting Speaker Bureau. Program Manager Woltering Vargas regularly speaks about NRC resource materials for pre-service teachers at Tulane, Our Lady of Holy Cross, and Xavier University. The frequent attendance of students from Tulane's Teacher Certification Program at Stone Center events introduces them to Latin American content and, in April 2012, the program and the NRC collaborated to host "Training Global Teachers for Global Classrooms: A Professional Development Conference Supporting World-Class Education in Louisiana," funded by the Longview Foundation. In January 2012, the NRC hosted *Area Studies Service Learning: Connecting the Local and Global*, a workshop for educators, administrators, and faculty around the country to discuss innovative strategies for implementing service learning in area studies programs.

The NRC's most extensive postsecondary engagements, however, were the 23 conferences hosted variously by the Stone Center, CIPR, CCSI, and MARI that attracted in the last quadrennium 1,200 faculty members from postsecondary institutions other than Tulane. The Stone Center also served on the Local Host Committee for the 2013 NCLR Annual Conference and was the primary sponsor and local host for the 2009 and 2014 SECOLAS Annual Conferences. In addition, between August 2010 and May 2014, LARC loaned 667 items to non-Tulane postsecondary instructors, who constituted 82% of 720 registered users and accounted for 28% of the 1,066 registered users of LARC online content.

**Outreach to business, government, media, and the public.** In order to bring stronger focus on Louisiana's strong historical and economic ties to Latin America, the Executive Director has been active in board service to local institutions (Audubon Nature Institute, New Orleans Arts

<b>TABLE 8: Business, Gov., Media &amp; General Public</b>		
	<i># events</i>	<i>attendance</i>
<i>Business/Government</i>		
Local	39	1764
Regional/National		
<i>Media</i>		
Local	46	18,400,000
Regional/National	13	42,692,000
<i>General Public</i>		
Local	18	8,338
Regional/National	2	85
<b>TOTAL</b>	<b>118</b>	<b>61,102,187</b>

Council, New Orleans Museum of Art, Contemporary Art Center, and Mayor Landrieu's Creative Economy Transition Team) and state and national advisory committees (Louisiana's Division of Culture, Recreation, and Tourism, Senator Landrieu's Latin

America Connections Conference on Guatemala, and the Council of Directors of Title VI National Resource Centers for Foreign Language and Area Studies, where he has served as Co-Vice Chair since 2008). NRC staff members serve in similar capacities on an even more extensive list of government and public agencies (see below).

In the last quadrennium, the NRC focused on expanding our civic outreach activities. Most of the following new projects are the fruit of the NRC's and CIPR's increased activities in the following areas. *(A) Economic Development.* The NRC and CIPR support the development of the Commitment to Equity project (CEQ), a research collaboration with the Inter-American Dialogue that focuses on the impact of taxation and social spending on inequality and poverty in individual countries providing guidance to governments, multilateral institutions, and NGOs.

*(B) Politics, Finance, & Trade.* The NRC supports active collaborations with the Hispanic Chamber of Commerce, World Affairs Council, World Trade Center of New Orleans, and TSA's Latin American Law Institute. CIPR alone hosted in the last quadrennium 39 seminars on key policy issues attended by over 1140 local business leaders, fulfilling its mission of stimulating contact between scholars and decision-makers working on Latin America. In addition, the NRC and Vanderbilt's Institute for Coffee Studies sponsored in 2011 a national panel on coffee



history, medical benefits, and fair trade policies at the Annual Meeting of the National Coffee Association. **(C) Public Libraries.** The NRC created curricular resources and sponsored diverse reading programs for local families at the Pebbles Center at NOPL's Children's Resource Center to which the NRC contributed \$1,000 every year in the first two years by contributing over 600 books and audiovisual materials about Latin America that have an annual circulation of 2,200. **(D) Media & Film.** The NRC collaborated with Zeitgeist Theatre and the Brazilian Consulate in Houston to highlight Brazilian films in the *Brazil on Tour Festival* and with WTUL, Tulane's student-run radio station, to produce *Enlaces Américas*, an audio podcast series covering current key issues within Latin America and the community that were broadcast locally and available to all non-profit radio stations for free download on Tulane's iTunes U channel. In addition, the NRC served at least 18 times in the last quadrennium as a resource on Latin American politics and culture for local and national news agencies. **(E) Performances.** The NRC partners with the Audubon Nature Institute, Louisiana Philharmonic Orchestra, National Performance Network's *Performing Americas*, and Tulane's departments of Music and Theatre & Dance to produce major public performances and festivals each year. Recent events included the NRC's annual *Celebración Latina* at the Audubon Zoo, Tulane's New Orleans Summer Dance Festival on Afro-Haitian Dance and Music, Venezuelan pianist Gabriela Montero's discussion and performance of her work *ExPatria*, and a collaborative theatrical performance by the Guatemalan group *Artzénico* exploring borders and identity. **(F) Exhibitions.** Since AY10-11, the LAL has held five exhibits and sponsored 13 public lectures and receptions that attracted over 1,000 non-Tulane visitors. The NRC collaborated in AY11-12 with MARI on the exhibit "Faces of the Maya" that attracted 1,145 visitors and included K-12 field trips, several teacher workshops, and the development of educational material. **(G) Media and Government Outreach.**

NRC faculty and staff frequently appear in print, radio, and television media outlets such as *Christian Science Monitor*, *CNN Español*, the *Discovery Channel*, *National Geographic*, *The New York Times*, *The Times-Picayune*, *The Wall Street Journal*, as well as local and Latin American news organizations (See **Table 8—Media Regional Impact**). *(H) Service Learning.* Currently 50% or more of all introductory LAST survey courses are service-learning courses with opportunities for students to learn about Latin America by direct engagement with the local Latino community. They are complemented by upper-level service learning courses taught by the NRC's Post-Doctoral Teaching Fellows. These service-learning initiatives reinforce the value of public and civic engagement by training students for work in public sector institutions such as the Advocacy Center of Louisiana, Catholic Charities, Delgado Community College, Hispanic Apostolate, International School of Louisiana, New Orleans Public Library, Office of Economic Development, and Puentes/LatiNOLA. The NRC offers on average approximately 20% of all service-learning courses taught at Tulane. In addition, the NRC now also incorporates international service into the service-learning curriculum through its abroad programs at the CIAPA campus in Costa Rica.

#### **Criterion 8: PROGRAM PLANNING, BUDGET, & IMPACT**

The following NRC requests for the quadrennium are all designed to achieve the goals set forth for evaluation: (A-1) quality, (A-2) strengthened programs and effective use of resources, (A-3) reasonable costs, (A-4) long-term impact for graduate students and undergraduates.

**1. Faculty Development.** The NRC requests funding for a final year of 50% support for our Urban Studies specialist (García, FY14-15) and four years of 50% support for a Brazilian specialist in History. Each teaches a minimum of two Latin American content courses each year, and the university assumes full financial responsibility when García is tenured and after four

years for the Brazilianist. The strong representation of Latin Americanists at Tulane owes much to Title VI support for incentive hires that committed up to six years of support before tenure. In current and future applications, the NRC will ask for support for only one new line and will shorten the Title VI commitment to four years.

**2. LCTLs—General.** The NRC requests funds to participate in the “Strategy Workshop on Teaching Latin American & Caribbean Minority Languages” at Indiana University by sending key faculty and personnel from the NRC to contribute to the project (Years 1 & 3).

**2a. LCTLs—Indigenous Latin American Languages.** The NRC requests funding to support language assistant salaries in Nahuatl (Spring, Years 1 & 3), Yucatec Maya (Spring, Years 2 & 4), and a new indigenous language offering in Ch’orti’ (Fall, Years 2 & 4). The NRC will continue to collaborate with Vanderbilt University, University of Texas at Austin, University of New Mexico, and University of Chicago on the Summer intensive *Maya Language Institute* in Antigua, Guatemala to teach Kaqchikel and K’iche’ Maya (Summers, Years 1-4). The NRC will also participate in Ohio State University’s STLILLA conference (Fall, Year 2).

**2b. LCTLs- Haitian Creole.** The NRC will support annual professional development for increased teaching effectiveness in Haitian Creole and Wedsly Guerrier’s participation in the FIU/CARLA LCTL Training Seminar “Haiti Language and Culture: Integrating Technology into Teaching” (Years 1 & 3). **(GPRA NRC/FLAS Perf. Measure 1.2, 1.3, 2.2, 2.3)**

**3. Area Studies and Language Training—Brazil and Portuguese.** The NRC requests funds to support a Lecturer in Portuguese language to improve enrollments and proficiency outcomes at Beginning and Intermediate levels (Years 2-4). The NRC’s request to support a position in modern Brazil specialist in history also aims to increase Portuguese enrollments. **(FLAS Comp. Priority 2; GPRA NRC/FLAS Perf. Measure 1.2, 1.3, 2.2, 2.3).**

**4. CALAP.** The NRC will reactivate the Central American Libraries and Archives Project that was first launched in 1999 to facilitate U.S. access to Central American resources. In close coordination with the Instituto de Historia de Nicaragua y Centroamérica (IHNCA), the network will advance regional digitalization projects. LAL will create and establish protocols for a resource portal and support travel to advance partner projects. Regular meetings will occur on the Internet with two two-day meeting at Tulane's Costa Rican campus (Years 1 & 4).

Consortium members will form teams to develop protocols for three classes of complementary materials that will be digitized. Modest travel support will be provided to each team (Years 1-3).

**(Invitational Priority)**

**5. LASER.** The NRC and LAL will contribute \$2500 for travel and per diem for the Latin American Studies Southeast Regional Libraries (LASER) consortium to meet at Tulane (Year 4). UNC-Duke, and Vanderbilt are also sponsoring meetings.

**6. Internationalization of the Curriculum with Xavier University.** Established as a black Catholic university in 1925, Xavier University ranks first nationally in the number of African American students earning undergraduate degrees in both the biological/life and physical sciences—70% of majors are in the sciences. For 40 years, Xavier and Tulane have participated in joint degree programs, research partnerships such as the CBR and CAP, and educational exchanges—a 2012 MOU allows students to cross-register for undergraduate courses. Most recently, the NRC collaborated with Xavier's Division of Education and Counseling on the *Cuban Literacy Campaign*, a K-12 & pre-service teacher workshop. The NRC and senior Xavier administrators met to explore a partnership that would advance Xavier's ongoing efforts to internationalize its curriculum in the areas of inequality & human rights, environmental justice, public health policy, and black Catholic studies, but Xavier representatives stressed the critical

importance of formulating a sound collaborative process with its faculty. In Year 1, both institutions will establish a Planning Committee of two Xavier and two Tulane representatives to convene meetings of faculty and students to examine methodology and appropriate thematic content for two two-day curriculum workshops to be conducted in Years 2 and 3—each coordinated by two faculty members and open to faculty at regional HBCUs and MSIs (Xavier, Dillard, Southern, Grambling, and Jackson State). Subsequently, two Xavier faculty will apply for appointments as Tulane-Xavier Fellows to work with Tulane counterpoints to develop and implement Latin American content into their courses. They will receive in Year 4 stipends and financial assistance to develop the content modules (research travel or consultants) or to help with their implementation (guest lectures or events). **(NRC Competitive Priority 1)**

**7. Internationalization of the Curriculum with Delgado Community College.** The NRC and senior administrators at Delgado Community College met to explore collaborative educational programs at Delgado, which was first established in New Orleans in 1921 and is Louisiana's second largest college, serving over 30,000 degree-seeking and non-credit students at eight locations, expressed special interest in (1) curricular innovation that could boost student job competitiveness in maritime and petrochemical industries in the port city of New Orleans (including courses in Portuguese), (2) the development of skills in intercultural communication for business, police work, and health care, and (3) courses on Latin American foodways to support the curriculum of Delgado's new Culinary Arts Institute, in which Tulane is a partner. In Year 1, the NRC will support Tulane and Delgado faculty to lead a committee to study, convene, and determine optimal strategic interventions for advancing international education at Delgado, including a workshop with national leaders from ACE, AACC, ACIIE, and CCID on best practices. Based on those recommendations, the NRC will support partnerships between Tulane

and Delgado faculty in Years 2 and 3 to develop workshops and modules that will implement the introduction of Latin American content in the curriculum. **(NRC Competitive Priority 1)**

## **8. Outreach and Dissemination.**

a. *Program Manager, Educational & Public Programs.* The NRC requests 35% support of this salary and support for an Outreach Student Assistant (Years 1-4). **(Absolute Priority)**

b. *Portuguese in the K12 Classroom Summer Teacher Institute Series.* The NRC will collaborate with Vanderbilt University, University of Georgia, and Tuskegee University to offer a series of intensive Portuguese institutes for teachers at each university over four years. The series will begin at Tulane in Year 1 and cycle to another institute on subsequent years culminating with an institute in collaboration with the Universidade Estadual Paulista (UNESP) Brazil in Year 4. Funding is requested for film programming and professional service fees for curriculum writing (Years 1-4). The NRC will apply for Fulbright Group Projects Abroad for international travel support. **(Absolute Priority, NRC Competitive Priorities 1 & 2, Invitational Priority)**

c. *Master Teacher Workshops.* LARC will continue to host 2 or 3 K-12 teacher workshops per semester with a new emphasis on collaborative projects with Tulane's Teacher Certification Program, Xavier University, and Title VI institutions such as Vanderbilt. (Years 1-4). **(Absolute Priority, NRC Preference Priorities 1 and 2)**

d. *Summer Teacher Institutes Abroad.* The NRC will hold once a year its annual Summer Teacher Institute in Latin America. Following a series of pre-orientation webinars, teachers and pre-service teachers will attend institutes in the region to strengthen their language and cultural skills and to generate a set of curricular resources for the classroom that will be posted online and disseminated at national professional teacher associations. Year 1 will bring social studies teachers to the port city of Havana to study trade in the Americas (no funding requested); Year 2

will bring science teachers to Costa Rica to experience biodiversity; Year 3 will bring social studies teachers to Oaxaca, to explore indigenous identity; and Year 4 will bring high school language teachers to Brazil (see **Criterion 8-b**, *Portuguese in the K-12 Classroom Institute*). Funding is requested for travel and professional service fees (Years 2-4). (**Absolute Priority, NRC Competitive Priorities 1 & 2**)

e. *Enlaces Américas*. The NRC will continue to produce podcasts for the general public and K-12 Portuguese/Spanish language learners. Funding is requested for professional service fees, supplies, and travel (Years 1-4). (**Absolute Priority, NRC Competitive Priority 2**)

f. *Latin American Collaborations*. The NRC will contribute to the salary of a graduate student to teach a high school course on a Latin American country with a teacher of record at New Orleans Sci High School and provide funding for school-based library resources (Year 2-4). The NRC will continue to partner with the New Orleans Public Library's (NOPL) Children Resource Center, supporting the purchase of materials and expanding collaborative programming (Years 1-4). Both Xavier University and Delgado Community College, which offer children's literature courses in their teacher certification curriculums, participate in NRC programming. The NRC will also continue to collaborate with a number of local organizations such as the Audubon Nature Institute to host *Celebración Latina*, an annual Latin American children's festival held during Hispanic Heritage month (Years 1-4) and to sponsor and serve as the coordinating institution for the *Américas Award for Children's and Young Adult Literature*, which recognizes U.S. works of fiction, poetry, folklore, or selected non-fiction (Years 1-4). (**Absolute Priority, NRC Competitive Priorities 1 and 2, NRC Competitive Priority 2**)

g. *Internationalizing the K-12 Social Studies Curriculum*. The NRC will collaborate with the Louisiana Endowment for the Humanities (LEH), National Council for the Social Studies

(NCSS), University of New Mexico (UNM), and Xavier University's Division of Education to create updated resources aligned to common core to internationalize the social studies classroom that treat issues of race and gender through oral histories of women in Latin America, the history of port cities in the Americas, and culturally diverse children's literature. The NRC will also develop webinars and workshops with UNM that will be hosted by NCSS and LEH. Pre-service and in-service teachers will work with faculty, staff, and graduate students of each institution to generate three sets of social studies curricula. Finally, the NRC will collaborate with outreach coordinators of NRC area studies centers to hold a pre-conference workshop sharing best practices of bringing area studies into the social studies classroom. The NRC requests funding for materials, curriculum writers, guest speakers and travel (Years 1-4). **(Absolute Priority, NRC Competitive Priority 1 & 2)**

h. *Traditions of Life and Death*: The NRC will continue to celebrate the Latin American tradition of Day of the Dead by expanding programming to explore the tradition across the Americas, each year focusing on a different country. Funding is requested to develop curricular resources (Years 1- 4). **(Absolute Priority)**

### **Criterion 9: IMPACT AND EVALUATION**

**9-A. Extent of Center's impact.** The NRC's evaluation plan for impact is comprehensive and objective through the use of a performance tracking matrix to measure how its activities and training programs impact the university, community, region, and nation (**Table 9**). Each summer the NRC and evaluation consultant Xiu Cravens (Vanderbilt University) create a schedule of events to be assessed in the coming year. During 2010-2014, the NRC collected qualitative and quantitative data through assessment instruments such as event surveys, exit surveys, on-line usage surveys, and focus groups in order to demonstrate the impact of NRC events on target



audiences and to demonstrate alignment of such activities with the priorities of the previous grant cycle.

**1. University audiences:** (a) The impact of *language courses* is measured by course registration, enrollment, completion, and language competency. In 2010-2014, 11,542 undergraduates enrolled in language courses and 618 graduate students. **Table 5** in **Criterion 4** provides the competency requirements. (b) In the same period, 22,937 undergraduates and 6,293 graduate students enrolled in *non-language disciplinary and professional school courses*. In the period 2011-13, 791 Tulane students who took 15 hours or more of Latin American content and/or language courses were awarded Bachelor degrees, 128 were awarded Master degrees, and 20 PhD degrees. A faculty committee evaluated the core seminar by reviewing a random sample of course papers and the NRC conducted exit surveys of all Latin American Studies graduates. **Table 10** records graduate placements. (c) The NRC offers each year approximately 100 Latin American-based academic *events on campus* including lectures, conferences, films, and performances. The NRC, which conducts a select number of event interviews, estimates that approximately 2,096 people attended annually.

**2. Community audiences:** (a) K-12 teachers consulted 731 times the sixty *instructional resources* provided by the NRC in multiple formats in the last quadrennium. LARC's Lending Library fulfilled over 600 loan requests in the same period and conducted an on-line survey in Year 2 to assess the overall impact and use of this resource. The NRC improved online access and acquired new acquisitions based on the feedback generated by the survey. **Criterion 7** provides detailed statistics for LARC's Lending Library. (b) 1,605 pre-service and K-12 teachers attended sixty NRC *professional development programs* in the last quadrennium (See **Table 7**). They include a total of 47 local meetings and workshops attended by 1,325 in-service teachers

and 13 presentations and workshops attended by 280 pre-service teachers. The NRC conducted event surveys and follow-up interviews that were coded by our evaluation consultant to identify larger themes and areas for improvement. This information guided the NRC's overall assessment plan in Years 3 and 4. (c) Over 8,300 people attended 18 *community events* in 2010-14 (discussed in detail in **Criterion 7**). The NRC conducted informal interviews on a 5-10% representative sample of attendees from the community. Respondents consistently reported that the information and program were valuable in increasing their general understanding about Latin America and their professional development.

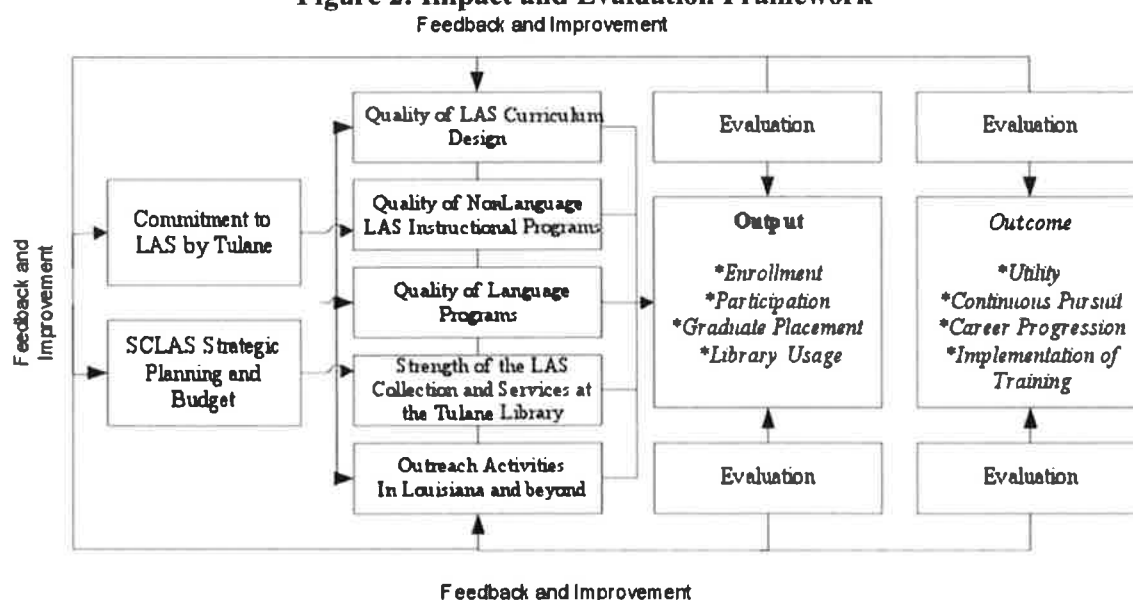
**3. Region and Nation:** (a) In 2010, 14, 487 teachers attended 20 NRC workshops where the NRC conducted exit surveys at every event. Respondents reported consistent increase in knowledge and confidence gained by teaching lessons on related topics. (b) 4,424 researchers submitted inter-library loan requests for LAL books in AY12-13 and AY13-14, and 137 visited the Special Collections Reading Room in AY12-13. In addition, there were 25,732 website sessions established on the LAL site in AY13-14. In AY12-13, over 145 respondents provided valuable feedback on the use of the library. For statistics on LAL exhibitions, lectures, workshops and LARC's video and other holdings, see **Criterion 7**.

**9-B. Provisions for equal access (Section 427 of GPRA).** Tulane University will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all faculty, staff and students with special needs. The University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law in its education, research, health care services and community outreach activities. It

provides reasonable and appropriate accommodations in response to the special needs of its students, faculty, community members and other participants. The composition of the Tulane faculty as of Fall 2013 is 133 Asian (6.3%), 109 Black or African American (6.1%), 98 Hispanic (5.4%), 1464 White (81.3%), 6 Native American (0.3%), and 10 Other (0.6%). The NRC frequently exceeds university averages as exemplified in its graduate cohort. In the period 2010-2014, the NRC enrolled 56 new students: 3 Asian/Pacific Islander (5.4%), 3 Black/NH (5.4%), 5 Hispanic (8.9%), 40 White/NH (71.4%). In addition, we enrolled 4 Latin Americans (7.1%), and 1 European (1.8%); fifteen were males, 41 were females. For further documentation, see the NRC's GEPA Statement.

**9-C. Comprehensive evaluation plan.** Tulane and Vanderbilt's NRCs collaborated on the design, refinement, and implementation of an exemplary evaluation system in consultation with third-party experts at the Peabody College of Vanderbilt. Our evaluation system has two strong features: a framework that draws strongly on the literature of effective evaluation research and on technical assistance sources. Our program assessments include qualitative and quantitative

**Figure 2: Impact and Evaluation Framework**



methods to capture the breadth and depth of the impact of language and area-studies programs.

Figure 2 illustrates our framework that incorporates evaluation, feedback, and re-evaluation into NRC operations and program delivery. The impact of all activities is measured in terms of *output* by enrollment, participation, graduate placement, and usage. The evaluation includes measures that gauge the *outcome* of NRC services manifest in reported utility, pursuit of related courses, career progression after graduation, and the actual implementation of new classroom practice by K-12 teachers. The NRC developed its outcome-oriented system of evaluation (a) to measure the quality of, and access to, specific program services the NRC offers, (b) to provide meaningful feedback to faculty and staff for improvement, and (c) to collect cross-sectional and longitudinal information for overall NRC performance enhancement.

The NRC evaluation plan is built on existing practices demonstrated in **Table 9**. Current evaluation measures capture immediate program *outputs* through measures of enrollments, participation, language proficiency, course credit, and graduation rates. The NRC assessed all 2010-2014 activities and training programs for alignment with NRC/FLAS priorities and the extent to which performance data is captured (**9-A**). In addition, the NRC designed activities for K-12 educators to meet three goals: (1) to enhance teachers' knowledge in Latin American culture and language, (2) to increase the content rigor of K-12 curriculum on language and area studies, and (3) to provide pedagogical tools for classroom instruction. The summary of the overall impact of the NRC is sorted with respect to the target audience in terms of the outcome indices. The plan for the next quadrennium ensures that *outcome* measures are fully implemented through the continued refinement of assessment instruments and feedback mechanisms as detailed in **Figure 2**. Every Fall, NRC staff determine the events, programs and assessment opportunities to be targeted and faculty, staff and graduate student assistants are trained in the

**TABLE 9: IMPACT & EVALUATION SUMMARY MATRIX**

<b>TARGET AUDIENCE</b>	<b>Impact</b>		<b>Evaluation</b>	
	<b>Activity Objective &amp; NRC FLAS Priority Alignment</b>	<b>Specific Activities and Training Programs</b>	<b>Outputs &amp; Outcomes</b>	<b>Monitoring &amp; Assessment</b>
<b>University</b>	Instruction in the less or least commonly taught languages- <b>FLAS Compet. Priority 2</b> <b>GPRA NRC Performance Measures 1.2, 1.3</b>  <b>GPRA FLAS Performance Measures 2.2,2.3, 2.4</b>  <b>National Need</b>	Language Courses	Enrollment ACTFL proficiency  Graduate Placement	Registrar Gibson System Course evaluation Faculty survey FLAS survey ACTL Proficiency Interviews
		International and Area Studies	Enrollment  Graduate Placement	Registrar Gibson system Course evaluation Faculty survey FLAS Survey
		Campus Cultural Events	Utility Participation#	Exit survey Participation report
		Library informational access	Online hits Usage/ requisitions Referrals	Focus group Circulation report Online tracking User Survey
<b>Community</b>	Teacher training – <b>NRC Absolute priority &amp; NRC Competitive Priority 2</b>  Collaboration with MSIs & Community Colleges-  <b>NRC Competitive Priority 1</b>	Instructional Resources	Requisitions Referrals	Course evaluation Faculty survey Teacher Focus group Curriculum Review
		Training and Development	Utility Participation	
		Library info access	Online hits Usage/ requisitions Referrals	Circulation report Online tracking User Survey
		Community Event	Utility Participation	Exit survey Participation report
<b>Region and Nation</b>	Teacher Training- <b>NRC Absolute priority</b> <b>NRC Competitive Priority 2</b>  Collaboration with MSIs & Community Colleges- <b>NRC Competitive Priority 1</b>	Training and Development	Utility Participation	Course evaluation Faculty Focus Group Faculty/Participant survey Exit survey Participation report
		Programs, Events, Symposia	Utility Participation	
		Library info access	Online hits Usage/ requisitions Referrals Collaborations	Circulation report Online tracking User Survey

evidence-based framework of our evaluation plan. The NRC employs methods to identify representative samples of individuals and groups for more in-depth follow-up via focus groups or interviews so that the impact of activities can be better reflected and understood. At the end of

each academic year, the NRC shares the raw data with Xiu Cravens, the evaluation consultant at Vanderbilt University.

The NRC plans to further enhance evaluation components for the following target audiences in the next four years. **(1) University.** *Language:* The NRC will add additional expertise through ACTFL OPI training for a new Portuguese Lecturer in order to expand assessment of OPI proficiency levels of undergraduate students choosing Portuguese. *Masters-level:* The NRC will add an exit survey at the MA level to evaluate the program. *Campus Events:* The NRC will evaluate events through a system of focus groups of students and faculty to be conducted twice a year so that feedback may be used for planning purposes. *Library Resources:* The NRC will further enhance the bi-annual library user survey to solicit feedback. **(2) Community.**

*Professional Development programs:* The NRC will conduct focus group sessions with randomly selected teachers between 6 months and 1 year after participation and will conduct in Year 4 a curriculum review with a cohort of Master Teachers who participated in at least one NRC program all four years. In addition, the evaluation plan will focus on developing a national level resource for use with Common Core in the Social Studies classroom to serve as a template and to be made available to all schools online. In summary, the NRC has a comprehensive evaluation system to measure the impact of Stone Center activities and training programs. Its measures provide data that inform the planning and design of our services, and offer evidence for program improvement. Working with the evaluation team at Peabody College of Vanderbilt University, the NRC will add features to address the longer-term impact of NRC services. Specifically, it will (a) establish an evaluation team led by a third-party expert and a content knowledge expert, (b) create fine-tune evaluation instruments with rubrics aligned to NRC priorities and provide timely feedback to faculty and staff, (c) refine the NRC's use of the alumni

network study career placements, (d) follow-up with teachers that participate in workshops to assess the extent to which NRC services have enhanced their teaching in terms of content and pedagogy, (e) work with service partners and conduct ongoing joint assessments of planning, goal-alignment, and overall effectiveness of events at the community, regional, and national levels, and (f) ensure that the evaluation system is examined each semester and adjusted by the evaluation team for effectiveness and feasibility.

**9-D. Increases in supply of specialists (FLAS).** Over the last quadrennium, 29,607 undergraduates and 6,478 graduate students enrolled in 606 area studies and language courses; 9,087 undergraduates and 206 graduate students enrolled in Beginning & Intermediate language courses, and 2,455 undergraduates and 412 graduate students were in Advanced level courses. **Table 10** includes placements since AY10-11 across the university among all degree-earning students whose transcripts indicated successful completion of a minimum of 5 separate courses containing at least 25% Latin American content. Since 1998, the NRC graduated 367 majors, 148 minors, 174 MAs, and 38 PhDs and in its interdisciplinary Latin American Studies program. Among the PhDs, 20 are teaching at the university level (13 as tenured or tenure-track/tenured faculty & 7 as visiting faculty or researchers), 6 are employed in the private sector, 5 in non-profit administration, 3 in government, 3 are respectively a university administrator, a medical doctor, and a librarian—only 1 is currently unknown. One of our NRC PhD graduates was recently elected President of Costa Rica. **Table 10** represents the impact of our interdisciplinary graduates on different sectors. In addition to the NRC’s interdisciplinary graduates, almost all graduate programs at Tulane that are critical for developing new research about Latin America have strong ratios of graduate students working on Latin American topics (left) to those working on non-Latin American topics (right). In addition to Latin American Studies (41/0; 100%), they

include Anthropology (56/1; 98%), Spanish and Portuguese (21/5; 81%), EEB (15/17 ; 47%), Art History (7/10; 41%), History (9/29; 24%), Linguistics (2/9; 18%), City, Culture, Community (2/15; 12%), and Economics (1/15; 6.2%). Between 2010-14, Tulane awarded 49 PhDs with Latin American foci out of a total of 107 degrees awarded in SLA—Anthropology (24), Latin American Studies (11), Spanish and Portuguese (8), History (4), and Linguistics (2). These were lower than the previous cycle, because of the temporary suspension of PhD programs in Political Science, Economics, Sociology, and French following Katrina that have now all been restructured and focused with an emphasis on interdisciplinary collaboration.

**9-E National needs and dissemination of information to public.** The NRC activities described in **Criteria 1-7** and planned for the future are constructed to meet national needs for language and area expertise in (1) Portuguese—a priority language and meets national needs of these federal agencies: Defense, Health & Human Services, Justice, and Transportation, (2) Spanish—a language that meets those of Agriculture, Health & Human Services, Justice, and Labor, and (3) Western Hemisphere—a priority world region that meets the needs of the Departments of Agriculture and Transportation. Beyond these narrowly targeted agency needs, the activities of the NRC’s new Center for Inter-American Policy and Research dramatically increased our capacity to generate and disseminate information about strategic national issues. CIPR’s sponsorship of hemispheric exchanges that connect scholars to decision makers in debates about critical policy issues have generated close collaborations with the Inter-American Dialogue, Americas Society, and SAIS among many other institutions. The many blog posts and sixty podcasts on CIPR’s website capture its commitment to convening, debating, and disseminating information broadly about key national issues such as immigration, democracy, fiscal policy, equity, and inter-American relations.



Over the last quadrennium, students in our Latin American Studies undergraduate programs went into the following critical fields: Latin American Studies (6) law school (7), medical school (3), international trade & development (3), and advanced graduate work in public health (4), architecture (1), Spanish (2), clinical psychology (1), and neuroscience (1).

The NRC gives high priority to sponsorship of events for faculty, students, and public constituencies (detailed in **Criterion 7**). The NRC's website will be further expanded with new capabilities to transmit in various media and to carry significant content about NRC Latin American programming to broader audiences. For example, between AY10 & AY14, the NRC site had 287,581 visits from over 200 different countries—223,382 were from the United States.

**9-F. FLAS and national needs.** Over the last quadrennium, the NRC awarded 36 AY FLAS

<b>TABLE 10: Career Placements</b>													
	<b>2010-2011</b>			<b>2011-2012</b>			<b>2012-2013</b>			<b>Totals</b>			
<b>Sector</b>	UG	Master s	PhD	UG	Master s	PhD	UG	Master s	PhD	UG	Master s	PhD	Sector
<i>Elementary or Secondary Education</i>	2	0	0	4	0	0	1	2	1	7	2	1	10
<i>Federal Government</i>	1	0	0	0	0	0	2	1	0	3	1	0	4
<i>Foreign Government</i>	0	1	0	0	0	0	0	0	0	0	1	0	1
<i>Graduate Study</i>	10	4	0	8	5	0	3	7	0	21	16	0	37
<i>Higher Education</i>	0	0	0	0	0	0	0	1	4	0	1	4	5
<i>International Organization (in U.S.)</i>	0	0	0	0	0	0	1	0	0	1	0	0	1
<i>International Organization (outside U.S.)</i>	0	0	0	0	0	0	2	0	0	2	0	0	2
<i>Private Sector (for profit)</i>	4	2	0	3	2	0	5	1	1	12	5	1	18
<i>Private Sector (non-profit)</i>	1	5	1	2	2	1	3	2	1	6	9	3	18
<i>State or Local Government</i>	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Unemployed/Out of Job Market</i>	0	0	0	0	0	0	2	0	0	2	0	0	2
<i>Unknown</i>	5	3	0	138	64	10	594	25	1	737	92	11	840
<i>Military</i>	0	1	0	0	0	0	0	0	0	0	1	0	1
<b>SUBTOTALS</b>	<b>23</b>	<b>16</b>	<b>1</b>	<b>155</b>	<b>73</b>	<b>11</b>	<b>613</b>	<b>39</b>	<b>8</b>	<b>791</b>	<b>128</b>	<b>20</b>	
<b>TOTALS</b>	<b>40</b>			<b>239</b>			<b>660</b>			<b>939</b>			

fellowships—25 were in Brazilian Portuguese (69.4%) and 11 in Haitian Creole (30.6%) (**FLAS Competitive Priority 2**). In the same period, the NRC provided LCTL training to 62 AY and Summer FLAS fellows in Portuguese, Haitian Creole, Kaqchikel Maya, Nahuatl, and Quichua. Of these, 35 utilize their LCTL training in their continuing work as graduate students and 10 in post-graduate careers that include immigration law, international development work, non-profit advocacy and research, private sector coffee distribution, and ESL instruction. Over the last quadrennium, the NRC funded 13 undergraduates in its program with interest in the areas of national need to achieve higher levels of Portuguese through Summer FLAS fellowships.

### **Criterion 10: FLAS AWARDEE SELECTION PROCEDURES**

The NRC currently awards AY FLAS fellowships in Portuguese and Haitian Creole. The Tulane Graduate School provides full tuition waivers (currently valued at \$46,326 each) for all AY students and discounts Summer tuition for its own FLAS-approved Summer program in Kaqchikel Maya, thereby increasing the pool of FLAS funds available and doubling the number of AY and Summer FLAS awards. **Table 11** records awards over the 2010-14 grant period. Of the 36 AY FLAS fellowships awarded during that period, 25 have been for Brazilian Portuguese (69.4%) and 8 have been for Haitian Creole (30.6%). (**FLAS Competitive Priority 2**) In the Summer preceding an award-granting year, information on FLAS fellowships and the

<b>TABLE 11</b>	AY 10-11		AY 11-12		AY 12-13		AY 13-14	
Fellowships	Received	Awarded*	Received	Awarded*	Received	Awarded*	Received	Awarded*
AY	5	11	5	10	5	8	5	7
Summer	6	7	6	15	6	12	6	13

\*Increases in awards due to FLAS tuition payments converted to new FLAS fellowships.

Multiple awards to individuals included in tabulation.

application process are updated on our website and in literature sent to applicants, core and affiliate faculty, and professional school deans with requests and instructions on how to identify

candidates. Generally this process takes place over the course of the Fall semester, which corresponds with our regular admissions cycle. Applicants for AY FLAS fellowships complete the regular graduate admissions application and will be required to file a FAFSA to determine financial need (**FLAS Competitive Priority 1**). The graduate admissions application elicits information on GPA and GRE and asks the applicant to note in his or her statement of interest (1) whether his/her career plans involve language education or government service and (2) whether he/she has another specific need to learn a LCTL. As part of its normal admissions practice, the NRC director convenes in late-February/early-March the Graduate Admissions Committee that is composed of faculty from across disciplines and schools, half of whom either teach or conduct research in the less-commonly taught languages of the region. The Committee ranks candidates according to the following criteria: (1) need for the target language given research/study interests; (2) citizenship status; (3) intention to pursue government service; (4) GPA, GRE, and quality of academic background; (5) disciplinary or professional school affiliation, and (6) financial need. The NRC's intention is to distribute AY fellowships as evenly as possible between the Schools of Liberal Arts, Science & Engineering and the professional schools.

In August/September, the NRC posts updated information for the next year's FLAS Summer Fellowship Competition on its web site and distributes information to students, faculty, departmental chairs, and deans. Students complete a short application by a mid-February deadline. The selection is weighted heavily to each student's need for the target language and the relevance of such language acquisition to his/her academic program of study. Priority is given to Tulane students although non-Tulane students are welcome to apply, especially to attend Tulane-based programs. The Summer FLAS Selection Committee prioritizes funding for

students in the following order: Summer FLAS-approved institutes sponsored by Tulane (Portuguese and Kaqchikel Maya); approved Summer Institutes at other institutions for languages offered during the academic year at Tulane (Nahuatl, Yucatec Maya, Haitian Creole); and for programs not offered at Tulane but with demonstrated need by the applying student. Financial need will also be factored into decisions.

The NRC requests for the next quadrennium, 8 AY and 6 Summer awards annually. The NRC will reserve at least two Summer awards for undergraduate students at Tulane.

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

The NRC is committed to exploring a broad range of diverse perspectives. Debate is central to its (1) mission that fosters “a community of scholars representing a broad spectrum of ideas, interests, disciplines,” (2) pedagogy that provides “a more profound understanding of differences among socio-cultural systems,” (3) public programs that inviting participants who will stimulate debate about contested and controversial issues, and (4) outreach and service learning activities that bring the academy into contract with a broad range of perspectives emanating from the diversity of its community partners.

The mission statement of our newest Center is emblematic of our commitment to these goals: “The Center for Inter-American Policy and Research is devoted to inter-hemispheric exchanges that will advance the production and dissemination of knowledge about critical policy issues facing the Americas as well as the deepening of academic research in these areas. Its aim is to stimulate contact between scholars and decision-makers working on the region at different locations and in different languages, enriching their production by enabling the confluence of multiple perspectives.”

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The NRC actively encourages not only government service in the specified areas of national need, but also in educational, health, business, and nonprofit sectors. The NRC actively recruits high school students and university majors by describing the rich career paths in government, national, or community service that Latin American Studies promises and its capstone seminar for majors that brings speakers to campus to address career opportunities in areas of national need (see Criterion 1-A and 1-B). Its students not only participate each year in programs like the Model OAS in Washington, D.C. that give them a taste of diplomatic protocols, but also are active in service learning, internships, and outreach activities that encourage their lifelong dedication to service to communities, whether directly or through NGOs and local government agencies.

The NRC’s several interdisciplinary graduate degree programs and the research programs of the Center for Inter-American Policy are directed to engage students and faculty in lives dedicated to

developing critical knowledge about Latin America and Inter-American affairs that will have special relevance for policy makers. Similar commitments are manifest in the pedagogy, research, and international collaborations of Tulane's professional schools that are documented in Criterion 3: Area Courses in the Professional Schools.

The NRC addresses concrete outcomes for our undergraduate and graduate students in Criterion 9-D, 9-E, and 9-F.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Tulane University

Name/Title of Authorized Representative (Printed): Norey B. Laug

Title: Associate Director

Telephone: 504-865-5272

Signature:



E-mail: norey@tulane.edu

Date: June 25, 2014

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
		Associate Director, Sponsored Projects Administration	
APPLICANT ORGANIZATION		DATE SUBMITTED	
Tulane University Stone Center for Latin American Studies		June 25, 2014	



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Tulane University, Stone Center for Latin American Studies	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Norey"/> Middle Name: <input type="text" value="B"/>
* Last Name: <input type="text" value="Laug"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Associate Director"/>	
* SIGNATURE: 	* DATE: <input type="text" value="06/25/2014"/>



## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Norey Bullinger Laug  
(Signature)

June 25, 2014

(Date)

Norey B. Laug

(Typed or Printed Name)

Name or number of ED program under which this certification is being made: IFLE, National Resource Center & Foreign Languages and Area Studies Fellowships



*Education that Works!*

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**CHANCELLOR'S OFFICE**  
615 City Park Avenue  
New Orleans, LA 70119  
(504) 762-3000 FAX: (504) 361-6697  
[www.dcc.edu](http://www.dcc.edu)

June 23, 2014

Lenore Yafee García  
Acting Senior Director  
International and Foreign Language Education,  
U.S. Department of Education

Dear Ms. García,

We wish to express our enthusiastic endorsement of the application that Tulane University is submitting for Title VI funding for a National Resource Center in Latin American Studies. Delgado Community College sees great potential in partnership with regional private universities, and we were excited after our meetings with Tom Reese, the Executive Director, Jimmy Huck, the Assistant Director, and Valerie McGinley, the Director of Planning and Management of the Stone Center for Latin American Studies at Tulane and senior leaders at our institution.

Delgado's faculty is actively studying the many advantages of internationalizing our curriculum, which takes on special importance in our region where the port, shipping, trade, and other industries are vitally connected to exchanges with Latin America and the Caribbean. We believe that the initial planning phase with representatives from Delgado and Tulane will provide a long list of fertile possibilities for future exchanges, and that the two concrete modules that we hope will be funded will go far in increasing Latin American content in our curriculum and advancing the competitiveness of our students in the labor market.

Sincerely,

A handwritten signature in blue ink, appearing to read "Deborah R. Lea".

Deborah R. Lea  
Interim Chancellor



**XAVIER UNIVERSITY OF LOUISIANA**  
Provost and Senior Vice President for Academic Affairs

1 Drexel Drive • Box 94  
New Orleans, Louisiana 70125-1098  
(504) 520-7525 • FAX (504) 520-7912

June 25, 2014

Ms. Lenore Yafee Garcia  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
Washington, D.C. 20202

Dear Ms. Garcia:

This letter is written to acknowledge Xavier University of Louisiana's support of the 2014 application of Tulane University for National Resource Center funding under Title VI. We have been fortunate at Xavier to enjoy a long and productive relationship with Tulane that has yielded countless opportunities for faculty and students to collaborate on both research and instructional projects. This particular grant proposal opportunity would build on this inter-institutional relationship by engaging faculty in work that will advance both institutions' goals of internationalizing curricular offerings specific to Latin American history, language and culture. New Orleans' connections to Latin America and the Caribbean make this partnership particularly appealing.

Tulane University's proposal, through the Stone Center for Latin American Studies, outlines a process that we believe will be most successful in achieving our common goals to expand the number of courses and student experiences with Latin American content. We believe that the workshops and the Xavier-Tulane Fellows initiative will move us toward reaching these goals.

We urge your support of this Tulane University application and stand ready at your convenience to answer any questions you might have regarding this proposed collaborative initiative with Xavier University of Louisiana.

Sincerely,

A handwritten signature in black ink, appearing to read "Loren J. Blanchard", written over a horizontal line.

Loren J. Blanchard, Ph.D.

Provost and Senior Vice President for Academic Affairs

## **APPENDIX 1: Project Budget**



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

TULANE UNIVERSITY, Stone Center for Latin American Studies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	91413	122188	118416	132601		464621
2. Fringe Benefits	14951	17852	19161	19879		71843
3. Travel	42800	34400	36780	31650		145630
4. Equipment						
5. Supplies	9550	8150	8850	5850		32400
6. Contractual						
7. Construction						
8. Other	26900	25300	22600	23300		98100
9. Total Direct Costs (lines 1-8)	185614	207890	205810	213280		812594
10. Indirect Costs*	14849	16631	16465	17062		65007
11. Training Stipends	309000	309000	309000	309000		1236000
12. Total Costs (lines 9-11)	509463	533521	531275	539342		2113601

**\* Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2013 To: 06 / 30 / 2017 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS The Indirect Cost Rate is 50.5 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
<b>SECTION B - BUDGET SUMMARY</b> <b>NON-FEDERAL FUNDS</b>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
<b>SECTION C – BUDGET NARRATIVE</b> (see instructions)						

## APPENDIX 1: PROJECT BUDGET

### National Resource Center Proposed Budget FY14-17

### Stone Center for Latin American Studies, Tulane University

	Y1: 2014- 2015	Y2: 2015- 2016	Y3: 2016- 2017	Y4: 2017- 2018	Competitive & Invitational Priorities, GPRA Measures, & National Need
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#### 1. SALARIES

<i>Faculty Development–Language</i>					
Nahuatl (SP15, SP17) & Yucatec Maya (SP16, SP18) Language Assistants 100% salary, 100% effort	13,000	13,000	13,000	13,000	GPRA NRC Measure 1.3
Chor'ti Language Assistant (F15 F17), 100% salary, 100% effort		13,000		13,000	GPRA NRC Measure 1.3
Lecturer, Portuguese language, 50% salary, 100% effort		40,000	41,200	41,436	FLAS Competitive Priority 2; GPRA NRC Measure 1.2, 1.3; GPRA FLAS Measure 2.2.2.3; National Need
<i>Faculty Development–Area Studies</i>					
Assistant Professor, Urban Studies in Latin America, 50% salary *Y1 only, full salary assumed AY15-16	27,009				National Need
Assistant Professor, Modern Latin America/Brazil, 50% salary NOTE: due to late Title VI application date, the university was obligated to hire a visitor for Y1 and Y2	22,500	22,500	30,000	30,900	National Need
<i>Internationalizing the Curriculum–Xavier University</i>					
Tulane Faculty Participant, 20%	2,000	1,000	1,000	1,500	NRC Competitive Priority 1
<i>Internationalizing the Curriculum–Delgado Community College</i>					
Tulane Faculty Participant, 20%	750	1,000	1,000		NRC Competitive Priority 1
<i>Outreach Personnel</i>					
Outreach Program Manager; 37% salary Y1, 35% salary Y2-Y4, 100% effort	18,154	17,688	18,219	18,765	Absolute Priority
Graduate Student Coordinator - Outreach Projects at K12 Institutions	8,000	8,000	8,000	8,000	Absolute Priority
Graduate Student Instructor - Latin American Collaborations		6,000	6,000	6,000	Absolute Priority
<b>Salary Subtotal</b>	<b>91,413</b>	<b>122,188</b>	<b>118,419</b>	<b>132,601</b>	

#### 2. FRINGE BENEFITS

<i>Language Salaries F/B</i>					
Yucatec Maya/Nahuatl, 2.8%	468	468	468	468	
Chor'ti, 2.8%		468	0	468	
Lecturer, Portuguese Language, 20%		7,600	7,828	7,873	



Competitive & Invitational  
Priorities, GPRA Measures,  
& National Need

Y1: 2014- 2015   Y2: 2015- 2016   Y3: 2016- 2017   Y4: 2017- 2018

<i>Area Studies Salaries F/B</i>					
GARCIA, 20%	5,132				
Modern Latin American History, 20%	4,275	4,275	5,700	5,871	
<i>Internationalizing the Curriculum-Xavier University F/B</i>					
Tulane Faculty, 20%	380	190	190	285	
<i>Internationalizing the Curriculum-Delgado Community College F/B</i>					
Tulane Faculty Participant, 20%	143	190	190		
<i>Outreach Personnel F/B</i>					
Outreach Program Manager, 25%	4,266	4,157	4,281	4,410	
Grad Student Coordinator, 2.8%	288	288	288	288	
Grad Student Instructor, 2.8%		216	216	216	
<b>Subtotal Fringe Benefits</b>	<b>14,951</b>	<b>17,852</b>	<b>19,161</b>	<b>19,879</b>	

**3. TRAVEL**

<i>LCTL-Indigenous Languages</i>					<b>NRC Invitational Priority; GPRA NRC Measure 1.2, 1.3: GPRA FLAS Measure 2.3</b>
Foreign Travel for Maya & Nahuatl Language Assistants	1,000	1,000	1,000	1,000	
Foreign Travel for Summer Indigenous Language Faculty	800	800	800	800	
Travel for Planning Meeting for Maya Language Institute	300				
Per diem for Planning Meeting for Maya Language Institute	800				
<i>LCTL-Language Pedagogy &amp; Assessment Training</i>					<b>GPRA FLAS Measure 2.3</b>
Travel to support Haitian Creole instructor to attend FIU/CARLA LCTL Training Seminar on Haiti Language and Culture	450		450		
Per Diem to Attend FIU/CARLA LCTL Training Seminar	500		500		
Travel for language faculty in Haitian Creole, Portuguese & Spanish to attend language pedagogy & assessment training workshops, domestic	1,000	1,000	1,000	1,000	
Per Diem for 3 language faculty to attend language pedagogy & assessment workshops	3,600	3,600	3,600	3,600	

Y1: 2014- Y2: 2015- Y3: 2016- Y4: 2017- 2015 2016 2017 2018					Competitive & Invitational Priorities, GPRA Measures, & National Need
Travel to bring Language Pedagogy/Methodology specialists for training workshop at Tulane, domestic airfare (also open to area K12 teachers)	350	350	350	350	
Per Diem for specialists (New Orleans)	600	600	600	600	
<i>Indiana University Title VI LCTL Strategy Meetings</i>					<b>GPRA NRC Measure 1.2, 1.3; National Need</b>
Travel for representatives from Tulane to attend meeting	1,500		1,500		
Per Diem for representatives to attend meeting in Indiana	1,000		1,000		
<i>CALAP Library Project</i>					<b>NRC Invitational Priority</b>
Foreign Travel for 7 Project Participants to meet in San José, Costa Rica	3,000			3,000	
Housing/per diem for Project Participants Meeting in Costa Rica	1,800			1,800	
Foreign Travel for 7 to Visit Participating Collections	1,600	1,600	1,600		
Housing/per diem for 7 to Visit Participating Collections	2,600	2,600	2,600		
<i>LASER Meeting in New Orleans</i>					
Domestic Travel to support attendees to LASER meeting in New Orleans				1,000	
Per Diem to support attendees to LASER meeting in New Orleans				1,500	
<i>Internationalizing the Curriculum-Xavier University</i>					<b>NRC Competitive Priority 1</b>
Domestic/Foreign Travel for Curriculum Consultants		1,500	1,500		
Domestic/Foreign Housing/Per Diem for Curriculum Consultants		2,500	2,500		
<i>Internationalizing the Curriculum-Delgado Community College</i>					<b>NRC Competitive Priority 1</b>
Domestic Airfare for Curriculum Consultants	1,500	1,000	1,000		
Domestic Housing/Per Diem for Curriculum Consultants	2,500	2,000	2,000		
<i>Outreach-Portuguese in the K-12 Classroom</i>					<b>Absolute Priority; NRC Competitive Priority 1, 2; NRC Invitational Priority; National Need</b>
Domestic airfare for presenters		300	500		
Per Diem for presenters		850	580		

**Y1: 2014- Y2: 2015- Y3: 2016- Y4: 2017-  
2015 2016 2017 2018**

**Competitive & Invitational  
Priorities, GPRA Measures,  
& National Need**

<i>Outreach–Master Teacher Workshops</i>					<b>Absolute Priority; NRC Competitive Priority 2; National Need</b>
Domestic airfare for presenters	700	700	700	700	
Per Diem for presenters (NO, LA)	1,200	1200	1200	1200	
<i>Outreach–Summer Teacher Institutes Abroad</i>					<b>Absolute Priority; NRC Invitational Priority; National Need</b>
Transportation for coordinator, foreign airfare Y2, Y3, & Y4		700	1000	1300	
Transportation for instructor, foreign airfare Y2, Y3, & Y4		700	1000		
Foreign/Domestic Per Diem coordinator, Y2:Costa Rica, Y3: Mexico, DC, Y4: Brazil		3500	2700	6000	
Foreign/Domestic Per Diem instructor, Y2:Costa Rica, Y3: Mexico, DC, Y4: Brazil (14 days)		3500	2700		
<i>Outreach-Enlaces Américas</i>					<b>Absolute Priority; NRC Competitive Priority 2; National Need</b>
Foreign airfare for instructor Brazil				1300	
Foreign Per Diem instructor BR 5 days				2100	
<i>Outreach-Internationalizing the K12 Social Studies Curriculum</i>					<b>Absolute Priority; NRC Competitive Priority 1,2; National Need</b>
Domestic Airfare for 20 Outreach Coordinators	6,000				
Per Diem for 20 Outreach Coordinators in NO 2 days	5,600				
<i>Outreach-Latin American Collaborations</i>					<b>Absolute Priority; NRC Competitive Priority 1, 2; National Need</b>
Airfare for 2 Teachers Domestic Travel, CLASP/NRC Teacher Training Network	1,000	1000	1000	1000	
Teacher Presenter Domestic Per Diem, CLASP/NRC Teacher Training Network	1,000	1000	1000	1000	
<i>Outreach–Program Manager, Professional Meeting Presentations</i>					<b>Absolute Priority; National Need</b>
Airfare, domestic	500	500	500	500	
Per Diem for Outreach Program Manager, domestic	1,000	1,000	1,000	1,000	

**Y1: 2014- Y2: 2015- Y3: 2016- Y4: 2017-  
2015 2016 2017 2018**

**Competitive & Invitational  
Priorities, GPRA Measures,  
& National Need**

<i>Area Studies Assessment &amp; Evaluation</i>					<b>NRC/FLAS GPRA Measures</b>
Airfare for External Evaluator/Staff	300	300	300	300	
Per Diem for External Evaluation project - 3 days at \$200/day	600	600	600	600	
<b>Subtotal TRAVEL</b>	<b>42,800</b>	<b>34,400</b>	<b>36,780</b>	<b>31,650</b>	

**4. EQUIPMENT**

**0                      0                      0                      0**

**5. SUPPLIES**

<i>Internationalizing the Curriculum-Xavier University</i>					<b>NRC Competitive Priority 1</b>
Supplies for Curriculum Workshops		500	500		
<i>Internationalizing the Curriculum-Delgado Community College</i>					<b>NRC Competitive Priority 1</b>
Supplies for Curriculum Workshops		500	500		
<i>Outreach-Master Teacher Workshops</i>					<b>Absolute Priority; NRC Competitive Priority 2; National Need</b>
Printing/Copying	500	500	500	500	
Materials for Accompanying Teacher Workshops	350	350	350	350	
<i>Outreach-Summer Teacher Institutes Abroad</i>					<b>Absolute Priority; NRC Invitational Priority; National Need</b>
Curriculum Materials for institute	200	500	200	200	
Printing	500	200	200		
<i>Outreach-Enlaces Américas</i>					<b>Absolute Priority; NRC Competitive Priority 2; National Need</b>
Recording equipment	500		500		
<i>Outreach-Latin American Collaborations</i>					<b>Absolute Priority; NRC Competitive Priority 1, 2; National Need</b>
Materials for course in N.O. Public School		600	300	300	
Books & Multimedia for Library Collection, NOPL Projects	3,500	2,500	2,500	2,000	
Printing/Copying, NOPL Projects	500	500	500	500	
<i>Outreach-Traditions of Life and Death in Latin America</i>					<b>Absolute Priority; National Need</b>
Project Materials	1,200		500		

Y1: 2014- Y2: 2015- Y3: 2016- Y4: 2017- 2015 2016 2017 2018					Competitive & Invitational Priorities, GPRA Measures, & National Need
Outreach–LARC Lending Library					
Supplies	2,300	2,000	2,300	2,000	
<b>Subtotal SUPPLIES</b>	<b>9,550</b>	<b>8,150</b>	<b>8,850</b>	<b>5,850</b>	
<b>6. CONTRACTUAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>7. CONSTRUCTION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>8. OTHER</b>					
Indiana University Title VI LCTL Strategy Meetings					GPRA NRC Measure 1.2, 1.3; National Need
Professional Service Fees to support the Indiana University LCTL strategy meetings	1,000		1,000		
STLILLA Conference at Ohio State					
Professional Service Fees		1,000			
LCTL Language Pedagogy & Assessment Training					GPRA FLAS Measure 2.3
ACTL Certification Training Fees - 2 Tulane faculty members	500		500		
Internationalizing the Curriculum-Xavier University					NRC Competitive Priority 1
Professional Service Fees for Xavier faculty planning & implementation participation	2,000	1,000	1,000	10,000	
Professional Service Fees for Curriculum Consultants		3,000	3,000		
Internationalizing the Curriculum-Delgado Community College					NRC Competitive Priority 1
Professional Service Fees for Delgado Community College faculty workshop participation	2,000	1,000	1,000		
Professional Service Fees for Curriculum Consultants	3,000	2,000	2,000		
Outreach–Portuguese in the K-12 Classroom					Absolute Priority; NRC Competitive Priority 1, 2; NRC Invitational Priority; National Need
Professional Service Fees for Presenters	2,000	500	500	500	
Professional Service Fees for Curriculum Writers (4 @\$500 each)	2,000			2,000	

Y1: 2014- Y2: 2015- Y3: 2016- Y4: 2017- 2015 2016 2017 2018					Competitive & Invitational Priorities, GPRA Measures, & National Need
<i>Outreach–Master Teacher Workshops</i>					<b>Absolute Priority; NRC Competitive Priority 2; National Need</b>
Professional Service Fees for presenter	600	600	600	600	
<i>Outreach–Summer Teacher Institutes Abroad</i>					<b>Absolute Priority; NRC Invitational Priority; National Need</b>
Professional Service Fees for Presenters		1,200	1,200		
Professional Service Fee for graphic designer		500	500		
<i>Outreach–Enlaces Américas</i>					<b>Absolute Priority; NRC Competitive Priority 2; National Need</b>
Professional Service Fee for Audio Consultant	4,200	4,200	4,200	4,200	
<i>Outreach–Latin American Collaborations</i>					<b>Absolute Priority; NRC Competitive Priority 1, 2; National Need</b>
Advertising	500	500	500	500	
<i>Outreach–Internationalizing the Social Studies Classroom</i>					<b>Absolute Priority; NRC Competitive Priority 1,2; National Need</b>
Prof. Service Fees Curriculum Writers - Women in the Americas Oral History Project		2,000		2,000	
Prof. Service Fees 2 (\$500) - Common Core/Américas Award	1,000	1,000	1,000		
Prof. Service Fees 2 (\$800) - Port Cities	800		800		
Professional Service Fee for Presenters - Outreach Seminar	1,200				
Professional Service Fee for Keynote - NCSS		2,000			
Prof. Service Fee for Presenters - Women in Americas	500		500		
Prof. Service Fee for Presenters - Common Core/Americas Webinars	800		800		
Advertising (NCSS fees Y1 & Y2)	1,800	1,800	500	500	
<i>Area Studies Assessment &amp; Evaluation</i>					<b>NRC/FLAS GPRA Measures</b>
Professional Service Fees for Implementation of Assessment Tools	3,000	3,000	3,000	3,000	
<b>Subtotal OTHER</b>	<b>26,900</b>	<b>25,300</b>	<b>22,600</b>	<b>23,300</b>	

	Y1: 2014- 2015	Y2: 2015- 2016	Y3: 2016- 2017	Y4: 2017- 2018	Competitive & Invitational Priorities, GPRA Measures, & National Need
<b>9. SUBTOTAL of Direct Costs</b>	<b>185,614</b>	<b>207,890</b>	<b>205,810</b>	<b>213,280</b>	
<b>10. Indirect Costs Rate 8%</b>	<b>14,849</b>	<b>16,631</b>	<b>16,465</b>	<b>17,062</b>	
subtotal NRC ask	200,464	224,521	222,275	230,342	
<b>11. Training Stipends (Itemized Request Attached)</b>	<b>309,000</b>	<b>309,000</b>	<b>309,000</b>	<b>309,000</b>	
<b>GRAND TOTAL REQUESTED</b>	<b>509,463</b>	<b>533,521</b>	<b>531,275</b>	<b>539,342</b>	

## **APPENDIX 2: Project-Related Personnel**



## APPENDIX 2: Short Curriculum Vitae of Core Faculty, Affiliate Faculty and Professional Staff at Tulane University

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#### Definitions of Faculty and Staff Status

##### Faculty

*Core* faculty of the Stone Center for Latin American Studies hold regular faculty appointments, engage in research in Latin America, and teach one or more Latin American content courses or direct M.A. theses or Ph.D. dissertations on the area. *Associate* faculty are regular faculty who engage in research in Latin America or teach Latin American content courses. *Affiliate* faculty are regular faculty or administrators with demonstrated research interests in Latin America.

##### Professional Staff

Professional staff members at Tulane University occupy non-clerical positions and have job responsibilities which are vital to those activities associated with the obligations of the Title VI National Resource Center.

#### Definition of Language Levels

Language levels are determined by faculty through a ranking scale modified from the most recent American Council on the Teaching of Foreign Languages assessment scales. Language proficiencies are based upon all four major language rating criteria: speaking, reading, writing and listening. An average of these four core criteria determines faculty proficiency ratings. Ranking scale is 1-5, from lowest to highest level of proficiency based in the declared language. Language ratings are self-reported by faculty and staff.

Name	Title	Status	Page #
<b>SCHOOLS of LIBERAL ARTS &amp; SCIENCES and SCIENCE &amp; ENGINEERING</b>			
<b>Anthropology</b>			
E. Wyllys Andrews V	Professor Emeritus	Emeritus	1
William Balée	Professor	Core	4
Harvey M. Bricker	Professor Emeritus	Emeritus	7
Victoria R. Bricker	Professor Emerita	Emeritus	7
Marcello Canuto	Associate Professor/Director, Middle Amc Research Institute	Core	10
João Gonçalves	Assistant Professor	Core	21
Dan M. Healan	Professor Emeritus	Emeritus	22
Robert M. Hill	Professor	Core	24
Katharine Jack	Associate Professor	Core	27
Judith Maxwell	Professor	Core	34
Tatsuya Murakami	Assistant Professor	Core	37
Jason Nesbitt	Assistant Professor	Core	39
Marc D. Perry	Assistant Professor	Core	42
Christopher Rodning	Associate Professor	Affiliate	48
John Verano	Professor	Core	57
Marc Zender	Assistant Professor	Core	62
<b>Art History</b>			
Mia L. Bagneris	Assistant Professor	Affiliate	3
Elizabeth Boone	Professor	Core	6
Stephanie C. Porras	Assistant Professor	Affiliate	43
Thomas F. Reese	Professor/Executive Director, Stone Center	Core	46
<b>Classical Studies</b>			
Michael Brumbaugh	Assistant Professor	Affiliate	8

Name	Title	Status	Page #
<b>Communication</b>			
Ana M. López	Associate Professor/ Associate Provost/ Director, CCSI	Core	33
Vicki Mayer	Professor	Core	35
Mauro Porto	Associate Professor	Core	43
<b>Earth &amp; Environmental Sciences</b>			
George C. Flowers	Associate Professor	Affiliate	18
Stephen A. Nelson	Associate Professor	Core	38
<b>Ecology &amp; Evolutionary Biology</b>			
Steven P. Darwin	Professor	Associate	14
Jordan Karubian	Assistant Professor	Core	29
Corinne Richards-Zawacki	Assistant Professor	Core	47
Thomas Sherry	Professor	Core	51
Sunshine Van Bael	Assistant Professor	Core	56
<b>Economics</b>			
John H.Y. Edwards	Associate Professor	Core	17
Nora Lustig	Professor/ Smauel Z. Stone Chair in Latin American Economics	Core	33
<b>English</b>			
Gaurav Desai	Associate Professor	Associate	15
Supriya M. Nair	Professor	Core	38
Felipe Smith	Associate Professor	Affiliate	53
Edward D. White	Associate Professor	Affiliate	58
Karen Zumhagen-Yekplé	Assistant Professor	Affiliate	63
<b>French and Italian</b>			
Wedsly Guerrier	Lecturer	Associate	21
Thomas A. Klingler	Associate Professor	Core	30
Oana Sabo	Assistant Professor	Affiliate	49
Toby Wikstrom	Assistant Professor	Affiliate	59
<b>History</b>			
Rosanne M. Adderley	Associate Professor	Core	1
James Boyden	Associate Professor	Core	6
Guadalupe García	Assistant Professor	Core	19
Kris Lane	Professor/ France V. Scholes Chair in Latin American Colonial History	Core	31
Jana Lipman	Associate Professor	Core	32
Colin M. MacLachlan	Professor	Core	34
Susan Schroeder	Professor Emerita	Emeritus	50
Justin Wolfe	Associate Professor	Core	60
Gertrude M. Yeager	Associate Professor	Core	61
<b>Music</b>			
Daniel Sharp	Assistant Professor	Core	50
<b>Physics</b>			
Wayne Reed	Professor	Affiliate	44
<b>Political Science</b>			
Mary A. Clark	Associate Professor	Core	12
Martin Dmitrov	Associate Professor	Affiliate	16
Patrick Egan	Assistant Professor	Associate	17
Casey Kane-Love	Professor of Practice	Associate	28
Paul H. Lewis	Professor Emeritus	Emeritus	32
Virginia Oliveros	Assistant Professor	Core	40
G. Eduardo Silva	Professor/Lyidian Chair of Political Science	Core	52

Name	Title	Status	Page #
Raymond C. Taras	Professor	Associate	54
<b>Psychology</b>			
Enrique Varela	Associate Professor	Associate	57
<b>Sociology</b>			
Martha Huggins	Professor Emerita	Emeritus	26
Amalia Leguizamón	Assistant Professor	Core	31
David Ortiz	Assistant Professor	Core	40
David Smilde	Professor	Core	53
<b>Spanish and Portuguese</b>			
Rebecca Atencio	Assistant Professor	Core	2
Idelber Avelar	Professor	Core	3
I. Carolina Caballero	Lecturer	Associate	9
John Charles	Associate Professor	Core	11
Roxanne Dávila	Lecturer	Associate	14
Christopher Dunn	Associate Professor	Core	16
Amy George-Hirons	Sr. Lecturer/Basic Language Program Director	Associate	19
Antonio Gómez	Assistant Professor	Core	20
Yuri Herrera-Gutiérrez	Assistant Professor	Core	23
Harry Howard	Associate Professor	Core	25
Marilyn G. Miller	Associate Professor	Core	36
Tatjana Pavlovic	Professor	Affiliate	41
Fernando César Rivera-Díaz	Assistant Professor	Core	47
Maureen E. Shea	Associate Professor	Core	51
Dale Shugar	Assistant Professor	Affiliate	52
Ari Zighelboim	Senior Lecturer	Associate	62
<b>Theatre and Dance</b>			
Diogo De Lima	Professor of Practice	Affiliate	15
Beverly Trask	Associate Professor	Affiliate	55
<b>PROFESSIONAL SCHOOLS</b>			
<b><i>Tulane School of Architecture</i></b>			
Eugene Cizek	Professor Emeritus	Emeritus	12
Carol McMichael Reese	Associate Professor	Core	45
<b><i>A.B. Freeman School of Business</i></b>			
Michael Burke	Professor/Lawrence Martin Chair in Business	Affiliate	9
Adrienne Colella	Professor	Affiliate	13
Ana Iglesias	Assistant Professor	Affiliate	26
John M. Trapani III	Professor/Director, Goldring Institute of International Business	Core	55
<b><i>Tulane Law School</i></b>			
Günther Handl	Professor	Affiliate	22
Oliver Houck	Professor	Core	24
<b><i>School of Public Health &amp; Tropical Medicine</i></b>			
<b>Epidemiology</b>			
Pierre M. Buckens	Dean, School of Public Health and Tropical Medicine	Core	8
<b>Global Community Health and Behavioral Sciences</b>			
Carl Kendall	Professor	Core	30
Richard Oberhelman	Professor/Chair, Global Community Health and Behavioral Sciences	Affiliate	39

Name	Title	Status	Page #
Diego Rose	Professor	Affiliate	48
<b>Global Health Systems and Development</b>			
Katherine Andrinopoulos	Assistant Professor	Core	2
Jane Bertrand	Neal A. and Mary Vanselow Professor/Chair	Core	4
Arachu Castro	Associate Professor/Samuel Z. Stone Chair of Public Health in Latin America	Core	11
Nancy B. Mock	Associate Professor	Affiliate	36
Laura L. Murphy	Clinical Associate Professor	Core	37
Valerie Paz Soldán	Research Assistant Professor	Core	41
<b>Tropical Medicine</b>			
Daniel Bausch	Associate Professor	Affiliate	5
Dawn Wesson	Associate Professor	Affiliate	58

## INTERDISCIPLINARY & ADMINISTRATIVE CENTERS

### *Center for Global Education*

Scott Pentzer	Associate Dean for Global Education, Newcomb-Tulane College	Core	42
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### *Center for Inter-American Policy & Research (CIPR)*

Ludovico Feoli	Permanent Research/CEO, CIAPA/Executive Director, CIPR	Core	18
Kelly Jones	Program Coordinator	Professional Staff	28
Constantino Urcuyo	Academic Director of CIAPA	Affiliate	56

### *Cuban & Caribbean Studies Institute (CCSI)*

Ana M. López	Associate Professor/ Associate Provost/ Director, CCSI	Core	33
I. Carolina Caballero	Lecturer	Associate	9
Laura Wise	Program Manager, CCSI, SCLAS and Summer Programs	Professional Staff	59

### *Payson Center for International Development*

William E. Bertrand	Professor/Wisner Professor of Public Health	Core	5
Colin Crawford	Executive Director, Payson Center for International Development	Core	13
Eamon M. Kelly	President Emeritus/Professor	Core	29
Stanley W. Samarasinghe	Adjunct Professor	Affiliate	49
Nanette Archer Svenson	Adjunct Assistant Professor	Affiliate	54

### *Stone Center for Latin American Studies*

Annie Gibson	Professor of Practice	Core	20
James D. Huck, Jr.	Assistant Director, Graduate Programs, Stone Center	Core	25
Suyapa Inglés	Assistant Director of Administration	Professional Staff	27
Valerie McGinley	Director of Planning and Management	Professional Staff	35
Thomas F. Reese	Professor/Executive Director, Stone Center	Core	46
Laura Wise	Program Manager, Academic Programs	Professional Staff	59
Edith A.G. Wolfe	Assistant Director, Undergraduate Programs, Stone Center	Core	60
Denise Woltering Vargas	Sr. Program Manager, Educational & Community Programs	Professional Staff	61

## LIBRARIES

### *Howard-Tilton Memorial Library*

Lance Query	Dean of Libraries and Academic Information Resources	Associate	44
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### *The Latin American Library*

Hortensia Calvo	Doris Stone Librarian/Director, Latin American Library	Core	10
Christine Hernández	Curator of Special Collections	Core	23

**ROSANNE M. ADDERLEY, HISTORY**

B.A., Yale University, History, 1989

M.A., University of Pennsylvania, History, 1990

Ph.D., University of Pennsylvania, History, 1996

**Academic Experience** Associate Professor, Tulane University 2009-

Associate Professor, Vanderbilt, 2007-2008

Associate Professor, Tulane University, 2002-2007

Assistant Professor, Tulane University, 1996-2002

**Related Experience** Annual Meeting Program Chair, Latin American Caribbean Section of the Southern Historical Association, 2008

Co-Editor of *H-Caribbean*, 2001-2008

Member, Board of Directors, Amistad Research Center, 2004-

**Distinctions** Wesley-Logan Book Prize for "New Negroes from Africa," American Historical Association, 2007

Woodson Fellowship, University of Virginia, 1999-2000

NEH/VFH Summer Institute for College Teachers, 1998

Mendenhall Fellowship, Smith College, 1995-1996

Fulbright Fellowship, 1993-1994

**Language & Proficiency** Spanish 3; French 2; Portuguese 1

**Overseas Experience** Bahamas ; Trinidad/Tobago ; Cuba

**Research & Teaching Specializations** Caribbean; Formation of African Diaspora Culture; Atlantic Slave Trade

**Selected Publications**

2006. *New Negroes from Africa: Culture and Community Among Free African Immigrants in the Nineteenth-Century Caribbean*. Bloomington: Indiana University Press.

2002. "'African Americans' and 'Creole Negroes' : Black Migration and Colonial Interpretations of 'Negro' Diversity in Nineteenth-Century Trinidad." In *Marginal Migrations: The Circulation of Cultures within the Caribbean*. Shalini Puri, ed. London: Macmillan Education/Warwick University Caribbean Studies Series.

2000. "Repatriation projects among free African communities in the 19th-century Caribbean." *Revista Mexico del Caribe*. 5 (9): 140-162.

**Latin American-Related Courses Taught in Last 2 years** African-Derived Religions in the Americas; Readings in Caribbean History; African New World Diaspora; Caribbean Cultural History

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**E. WYLLYS ANDREWS V, ANTHROPOLOGY**

A.B., Harvard College, Anthropology, 1964

Ph.D., Tulane University, Anthropology, 1971

**Academic Experience** Professor Emeritus, Tulane University, 2009-

Professor, Tulane University, 1980-2009

Director, Middle American Research Institute, Tulane University, 1975-2009

Associate Professor, Tulane University, 1975-1980

**Related Experience** Director, Tulane Middle American Research Institute, Copan Group 10L-2 Project, 1990-1994

Director, Excavations, Settlement Pattern Studies, and Ceramic Analysis, Komchén, Yucatán, Mexico, 1980-1993

**Distinctions** Booth-Bricker Fund grant, Middle American Research Institute, 2003-2007

Tulane University Presidential Recognition Award, Excellence in Graduate Teaching, Dissertation Director Award, 2002

**Language & Proficiency** Spanish 4; German 2

**Overseas Experience** Mexico; Guatemala; El Salvador; Honduras

**Research & Teaching Specializations** Archaeology of Eastern Mesoamerica and Central America (Maya and Olmec)

**Selected Publications**

2015. "The Earliest Ceramics of the Northern Maya Lowlands." With George J. Bey and Christopher Gunn. In *Pathways to Complexity: A View from the Maya Lowlands*, edited by Kathryn Brown and G. J. Bey. University of Florida Press, Gainesville.

2014. El Colapso de los Mayas del Periodo Clásico en las Tierras Bajas del Norte. *Historia General de Yucatán*, edited by Sergio Quesada, Jorge I. Castillo Canché, and Inés Ortiz Yam, Vol. 1, *Época Prehispánica*. Universidad Autónoma de Yucatán, Yucatán, Mexico.

2005. *Copán: The History of an Ancient Maya Kingdom*. Editor, with William L. Fash. Santa Fe, NM: School of American Research Press.

2005. "A Late Classic Royal Residence at Copan." With Cassandra R. Ball. In *Copan: The History of an Ancient Maya Kingdom*. E. Wyllys Andrews and W.L. Fash, eds. Santa Fe, NM: School of American Research Press. 239-314.

2003. "The Northern Maya Collapse and its Aftermath." With Anthony P. Andrews and Fernando Robles Castellanos. *Ancient Mesoamerica*. 14: 151-156.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 13

**KATHERINE ANDRINOPOULOS, GLOBAL HEALTH SYSTEMS & DEVELOPMENT**

B.S., University of North Carolina-Chapel Hill, Public Health, 1999

M.H.S., Johns Hopkins, International Health, 2003

Ph.D., Johns Hopkins, International Health, 2008

**Academic Experience** Assistant Professor, Tulane University, 2008-

**Related Experience** Consultant, New Orleans Regional AIDS Planning Council, 2009-

Study Coordinator, Jamaican Correctional Services HIV Testing and Treatment Study, Johns Hopkins Bloomberg School of Public Health, 2004-2007

**Distinctions** Newcomb Fellow, Tulane University, 2008-

NIH/NIMH Research Grant, "Stigma as a Barrier to HIV Testing for Inmates, Jamaica," 2005-2007

**Language & Proficiency** Spanish 2; Greek 2

**Overseas Experience** Jamaica; Dominican Republic

**Research & Teaching Specializations** Correctional Health/Incarceration; HIV/STI prevention and treatment; Jamaica

**Selected Publications**

2013. "High levels of unprotected intercourse and never testing for HIV among men who have sex with men in Nigeria: Evidence from a cross sectional survey for the need of innovative approaches to HIV prevention." With Waimar, T., et al. *Sexually Transmitted Infections* 89(8): 659-665. Doi: 10.1136/sextans-2013-051065.

2012. "HIV and Incarceration in the Caribbean: The experiences of Puerto Rico and Jamaica." *Puerto Rico Health Sciences Journal* 31(3): 161-169.

2010. "Establishment of an HIV Testing Program and Prevalence of HIV among Incarcerated Men in Jamaica: A Call for Action in the Caribbean." With Kerrigan D., et al. *International Journal of STDs and AIDS* 21: 114-119.

2010. "HIV coping self efficacy: a key to understanding stigma and HIV test acceptance among incarcerated men in Kingston, Jamaica." With Kerrigan D., et al. *AIDS Care* 22(3): 339-347.

**Latin American-Related Courses Taught in Last 2 years** The Social Determinants of HIV/AIDS; Applied Theory for Interdisciplinary Research

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

**REBECCA ATENCIO, SPANISH & PORTUGUESE**

B.A., Johns Hopkins University, Latin American Studies, 2000

M.A., University of Wisconsin-Madison, Portuguese, 2003

Ph.D., University of Wisconsin-Madison, Portuguese, 2006

**Academic Experience** Assistant Professor, Tulane University, 2009-

Assistant Professor, University of North Carolina-Charlotte, 2006-2009

**Related Experience** Executive Committee Member, SECOLAS, 2014-

Executive Committee Member, Brazilian Studies Association, 2012-

Executive Committee Member, MLA Discussion Group, Lusophone Literatures outside of Portugal and Brazil, 2012-

Founder, "Transitional Justice in Brazil" (blog), 2012-

**Distinctions** Sturgis Leavitt Award for Best Article, Southeastern Council of Latin American Studies, 2011

Glick Fellowship, School of Liberal Arts, Tulane University, 2011

**Language & Proficiency** Portuguese 5; Spanish 4; French 4

**Overseas Experience** Brazil; Argentina; Cuba; Nicaragua

**Research & Teaching Specializations** Contemporary Brazil; the Brazilian military dictatorship; Memory Studies; Transitional Justice

**Selected Publications**

Forthcoming. *Memory's Turn: Reckoning with Dictatorship in Brazil*. Madison, WI: University of Wisconsin Press.

Forthcoming. "Reconciliation or Resistance? Fernando Gabeira's *O que é isso, companheiro?* and the Amnesty Law." *Luso-Brazilian Review* 51(1).

2013. "Acts of Witnessing: Site-Specific Performance and Transitional Justice in Postdictatorship Brazil." *Latin American Theatre Review* (46.2): 7-24.

2012. "Art and Transitional Justice." Co-authored with Nancy Gates-Madsen. *Encyclopedia of Transitional Justice*. Eds. Lavinia Stan and Nadya Nedelsky. Cambridge UP. 117-123.

2012. "A Prime Time to Remember: Memory Merchandising in Globo's Anos Rebeldes." In *The Memory Market in Latin America*. Ksenija Bilbija and Leigh Payne, eds. Durham: Duke University Press: 41-68.

2006. "Dangerous Minds: Brazil's Escrita da exclusão and Testimonio." *Hispania*. 89 (2): 278-288.

**Latin American-Related Courses Taught in Last 2 years** "Social Problems in Brazilian Literature and Cultural Production: Transitional Justice"; "Jogo Bonito: Soccer in Brazil"; "Narratives de Viagem/Travel Narratives"

**Number of Dissertations or Theses Supervised in the Past 5 years** 5

**IDELBER AVELAR, SPANISH & PORTUGUESE**

B.A., University of Minas Gerais, Brazilian/Anglo-American Literatures, 1990

M.A., University of North Carolina, Luso-Brazilian Literature, 1992

Ph.D., Duke University, Spanish and Latin American Studies, 1996

**Academic Experience** Professor, Tulane University, 2005-

Associate Professor, Tulane University, 1999-2005

**Related Experience** Referee of candidacy to full professorships and of tenure cases for Georgia State University, Cornell University, University of Pennsylvania, University of Maryland, University of Wisconsin at Madison, University of Texas at Austin, Amherst College, University of Texas A & M, and University of New Mexico, 2004-2008

**Distinctions** American Council of Learned Societies Fellowship, Book project on masculinity, 2010-2011

Brazilian Foreign Ministry International Award for best essay on Machado de Assis, 2006

Rockefeller Resident Fellowship at The University of Chile, 2002

MLA Katherine Singer Kovacs prize for outstanding book in the fields of Spanish and Latin American literatures and cultures, 2000

**Language & Proficiency** Portuguese 5; Spanish 5; French 4; German 3; Italian 2

**Overseas Experience** Brazil ; Chile ; Argentina ; Uruguay ; Ecuador ; other ; other ; England

**Research & Teaching Specializations** Postdictatorial Literature and Culture; Southern Cone and Brazilian Fiction; Literary Theory; Latin American Intellectual History; Brazilian Popular Music; The Latin American Essay

**Selected Publications**

2014. "Contemporary Intersections of Ecology and Culture: On Amerindian Perspectivism and the Critique of Anthropocentrism." *Revista de Estudios Hispánicos* 48(1): 105-121.

2013. "Amerindian Perspectivism and Non-Human Rights." *Alter/Nativas: Latin American Cultural Studies Journal* 1: 1-21.

2011. *Brazilian Popular Music and Citizenship*. Co-edited with Christopher Dunn. Durham: Duke University Press.

2011. *Figuras da Violência: Ensaios sobre Narrative, Ética e Música Popular*. Belo Horizonte: Editora UFMG.

2009. "Unpacking the 'human' in human rights: Bare life in the age of endless war." Human Rights in Latin American and Iberian Cultures. Ana Forcinito, Raúl Marrero-Fente, and Kelly McDonough, eds. *Hispanic Issues Online*. 5.1: 25-36.

2009. "History, Neurosis, and Subjectivity: Gustavo Ferreyra's Rewriting of Neoliberal Ruins." In *Telling Ruins in Latin America*. Vicky Unruh and Michael Lazzara, eds. New York: Palgrave. 183-93.

2004. *The Letter of Violence: Essays on Narrative, Ethics, and Politics*. New York: Palgrave Macmillan.

1999. *The Untimely Present: Postdictatorial Latin American Fiction and the Task of Mourning*. Durham: Duke University Press.

**Latin American-Related Courses Taught in Last 2 years** Literature of the Southern Cone; Brazilian Popular Music; Latin American Avant-Gardes; Violence in Latin American Literature and Film

**Number of Dissertations or Theses Supervised in the Past 5 Years** 10

**MIA L. BAGNERIS, ART HISTORY**

A.B., Harvard-Radcliffe College, Women's Studies and Afro-American Studies, 1999

Ph.D., Harvard University, African and African American Studies, 2009

**Academic Experience** Assistant Professor, Tulane University, 2012-

Visiting Assistant Professor, Tulane University, 2009-2012

Teaching Fellow, Harvard University, 2005-2009

**Related Experience** Head Teaching Fellow, African and African Studies Program, Harvard University, 2006, 2007

Coordinator, A.B. Thesis Writing Workshop, Department of African and African American Studies Program, Harvard University, 2005-2006, 2006-2007

Research Assistant, Harvard University, 2005

**Distinctions** Harvard University Dissertation Completion Fellowship, 2008-2009

W.E.B. Du Bois Institute for African and African American Research Fellowship, 2007-2008

Derek Bok Distinction in Teaching Award, 2006

Ramroop Prize, 2006

Alain Locke Prize for Highest Achievement in African American Studies, Harvard-Radcliffe College, 1999

**Language & Proficiency** French 3; Spanish 2

**Research & Teaching Specializations** Art of African Diaspora; 18th and 19th C American Art and Visual Culture; Interracial Art and Literature

**Selected Publications**

Forthcoming. "Loner in the Dark: The Singular Vision of Norman Lewis and the Evidence of Things Unseen." In *Lee Krasner and Norman Lewis*. Norman Kleeblatt, ed. New York: Jewish Museum/Yale University Press.

2013. "Reimagining Race, Class, and Identity in the New World." In *Behind Closed Doors: Power and Privilege at Home in Colonial Latin America*. Richard Aste, ed. Brooklyn: Brooklyn Museum.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 6

**WILLIAM BALÉE, ANTHROPOLOGY**

B.A., University of Florida, Anthropology, 1975

M.A., Columbia University, Anthropology, 1979

M.Phil., Columbia University, 1980

Ph.D., Columbia University, 1984

**Academic Experience** Professor, Tulane University, 1998-

Associate Professor, Tulane University, 1991-1998

**Related Experience** Director, Environmental Studies Program, Tulane University, 2007-

Editorial Advisory Board, *Tipiti: Journal of the Society for the Anthropology of Lowland South America*, 2003-2008

Academic Consultant and Translator, Our Peoples Exhibit, National Museum of the American Indian, sponsored by the Cultural Resource Center of the Smithsonian Institution, 2000-2004

Chair, Department of Anthropology, Tulane University, 1998- 2001

**Distinctions** World Wildlife Fund Grants, 1991-1993, 2003

Wenner-Gren Foundation Grant, "Agroforestry Complex in Southwest Amazonia," 1993-1994

Jessie Smith Noyes Foundation for Research & Training Grant on Comparative Ethnoecology in Eastern Amazonia, 1990

**Language & Proficiency** Portuguese 5; Spanish 3; Ka'apor-Urubu (Tupi Guarani) 3

**Overseas Experience** Brazil ; Bolivia

**Research & Teaching Specializations** Brazil; Anthropology; Ethnoecology; Ethnobotany

**Selected Publications**

2013. *Cultural Forests of the Amazon: A Historical Ecology of People and their Landscapes*. Birmingham: University of Alabama Press.

2009. "The meaning of "tree" in two different Tupi-Guarani languages from two different Neotropical forests." *Amazônica, Revista de Antropologia* . 1 (1): 96-135.

2006. *Time and Complexity in Historical Ecology: Studies in the Neotropical Lowlands*. Editor, with C. L. Erickson. New York: Columbia University Press.

1994. *Footprints of the Forest: Ka'apor Ethnobotany- The Historical Ecology of Plant Utilization by an Amazonian People*. New York: Columbia University Press.

**Latin American-Related Courses Taught in Last 2 years** Historical Ecology of Amazonia; South American Indians; Seminar in Historical Ecology

**Number of Dissertations or Theses Supervised in the Past 5 Years** 8

**JANE BERTRAND, GLOBAL HEALTH SYSTEMS & DEVELOPMENT**

B.A., Brown University, French, 1971

M.A., University of Chicago, Social Science Communication, 1973

Ph.D., University of Chicago, Sociology, 1976

M.B.A., Tulane University, Business and Management, 2001

**Academic Experience** Professor, Tulane University, 2009-

Professor, Johns Hopkins University, 2001-2009

Professor, Tulane University, 1992-2001

**Related Experience** Chair, Department of Health Systems Management, Tulane University, 2009-

Chair, Department of International Health and Development, Tulane University, 1994- 1999

Editorial Committee, *International Family Planning Perspectives*, The Alan Guttmacher Institute, New York, 1993-2008

**Distinctions** Marjorie C. Horn Operations Research Award from Office of Population & Reproductive Health, USAID, 2007  
"Champion of Public Health" Award, Tulane, School of Public Health and Tropical Medicine, 2001.

**Language & Proficiency** Spanish 5; French 5

**Overseas Experience** Guatemala ; El Salvador ; Mexico ; Honduras ; Nicaragua ; Haiti ; Cuba ; Colombia ; Peru ; Ecuador

**Research & Teaching Specializations** Family Planning and Reproductive Health, Developing Countries

**Selected Publications**

2009. "Communication and the ART Rollout: Beyond the Medical Model." With Bharath-Kumar, Uttara, et al. *AIDS Education and Prevention*. 21 (5): 447.

2008. "Program Evaluation of HIV Prevention Programs in the United States and Developing Countries." With David Holtgrave and Amy Gregowski In *HIV Prevention*. Kenneth Mayer and Hank Pizer, eds. London: Academic Press.

2007. "Getting results used: evidence from reproductive health programmatic research in Guatemala." With Brambila, Carlos, et al. *Health Policy and Planning*. 22 (4): 234-245.

2007. "Guatemala: The Pioneering Days of the Family Planning Revolution." With Santiso-Gálvez, Roberto. In *The Global Family Planning Revolution*. Warren C. Robinson and John A. Ross, eds. Washington, D.C.: The World Bank. 137-154.

**Latin American-Related Courses Taught in Last 2 years** Fundamentals of Program Evaluation

**Number of Dissertations or Theses Supervised in the Past 5 Years** 5



**WILLIAM E. BERTRAND, PAYSON CENTER**

B.A., Louisiana State University, 1966

Ph.D., Tulane University, 1972

**Academic Experience** Professor, Tulane University, 1974-

Director, Payson Center for International Development and Technology Transfer, 1998-

**Related Experience** Consultant, World Bank, 2010, 2011-2012

Founding Chair, Payson Center For international Development and Technology Transfer, 1999-2006

Principal Investigator, Rockefeller Foundation Project, "Public Health Schools Without Walls: Curriculum Development and Assistance," 1992

**Distinctions** Wisner Professor of Public Health, Tulane University, 1998-

**Language & Proficiency** Spanish 5; French 4; Portuguese 3

**Overseas Experience** Colombia; Guatemala; Mexico; Peru; Chile; Argentina; Paraguay; Panama; Ecuador

**Research & Teaching Specializations** Latin America; Africa; Public Health and Medicine; Information Technology; Information and Evaluation Systems; Instructional Technology and Design; Human Resource Planning; Food Security; Epidemiological methods, surveillance and early warning systems

**Selected Publications**

2013. "M&E Competencies in Support of the AIDS Response: A Sector Specific Example." With Flechter, G, Peersman G, Bertrand, W, and Rugg D. *The Canadian Journal of Program Evaluation* 28(3): 103-120.

2011. "Capacity Building: The Core Organisational Competency for Public Health Progress in Africa." With Eamon Kelly. *The G20 and Sustainable Health Care in Africa*.

2010. "Higher Education and Technology Transfer: The Effects of 'Technosclerosis' on Development." *Journal of International Affairs* 64(1): 101-119.

2005. "An Evaluation of Suma's Use in the Bolivian Floods." With Maria F. Trujillo et al. *Journal of Human Security and Development*. 1 (1): 93-107.

2003. "Bringing Treatments, Developing Cures." With Suniti Solomon. *The Pfizer Journal: International Perspectives on Health Care and Biomedical Research*. Global Edition IV (1).

2002. Bioterrorism: A Guide for Community Leaders and First Responders. With Maria F. Trujillo et al. New York: *National Institute of Justice, Department of Justice*.

**Latin American-Related Courses Taught in Last 2 years** Introduction to International Development; Modernization in Latin America

**Number of Dissertations or Theses Supervised in the Past 5 Years** 18

**DANIEL BAUSCH, TROPICAL MEDICINE**

B.A., Northwestern University, Psychology, 1983

M.D., Loyola Stritch School of Medicine, 1989

M.A., Tulane School of Public Health and Tropical Medicine, Public Health, 1994

**Academic Experience**

Director, Emerging Infections Department, U.S. Naval Medical Research Unit 6, Lima, Peru (seconded from Tulane University), 2011-

Associate Professor, Department of Tropical Medicine, Tulane School of Public Health and Tropical Medicine; Clinical

Associate Professor, Tulane School of Medicine, 2003-

**Related Experience** Senior Medical-Technical Coordinator, WHO Mano River Union Lassa Fever Network, World Health Organization (WHO), 2004-2009

Medical Officer (and Acting Chief, 2001-2002), Epidemiology Unit, Special Pathogens Branch, Centers for Disease Control and Prevention (CDC), 1996-2003

Commander, United States Public Health Service Commissioned Corps, 2001-2003

**Distinctions** Clinical Infectious Diseases Award for Outstanding Review, 2010

Foreign Duty Service Award, United States Public Health Service, 2003

**Language & Proficiency** Spanish; French; Patois

**Overseas Experience** Africa, Latin America

**Research & Teaching Specializations** Tropical medicine; viral hemorrhagic fevers; building research capacity in developing countries; health and human rights

**Selected Publications**

2011. "Ebola virus as a pathogen? Cause for consideration, but not panic." (Invited editorial). *J Infect Dis* 204(2): 179-81.

2011. With Kortepeter and Bray. "Basic clinical and laboratory features of filoviral hemorrhagic fever." *J Infect Dis* 204 Suppl 3: S810-6.

2010. With Hadí, Khan, and Lertora. "Review of the literature and proposed guidelines for the use of oral post-exposure prophylaxis for Lassa fever." *Clin Infect Dis* 51(12): 1435-41.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**ELIZABETH BOONE, ART HISTORY**

B.A., College of William and Mary, Fine Arts, 1970

M.A., University of Texas, Art History, 1974

Ph.D., University of Texas, Art History, 1977

**Academic Experience** Research Associate, Middle American Research Institute, Tulane University, 1995-Professor, Tulane University, 1994-

**Related Experience** Chair, Art Department, Tulane University, 1997-2000, 2008-2011; Associate Chair, Art History, Tulane University, 2002-2003, 2005-2006, 2012-2013

Editorial Board and Area Editor, *The Encyclopedia of Mesoamerican Cultures*, Oxford University Press, 1996-2000

Director, Pre-Columbian Studies and Curator, Pre-Columbian Collection, Dumbarton Oaks, 1983-1995

**Distinctions**

Fellow, American Academy of Arts and Sciences

President, American Society for Ethnohistory, 2009-2010

Andrew W. Mellon Professor, Center for Advanced Study in the Visual Arts, National Gallery of Art, 2006-2008

Association for Latin American Art Book Award, for *Stories in Red and Black*, 2001

Paul Mellon Senior Fellow, Center for Advanced Study in the Visual Arts, National Gallery of Art, 1993-1994

Recipient, Order of the Aztec Eagle, Mexico, 1990

**Language & Proficiency** Spanish 5; French 2; German 2; Italian 2; Nahuatl 1

**Overseas Experience** Mexico; Peru; Guatemala

**Research & Teaching Specializations** Mexico; Art History; Pre-Columbian Art; Colonial Art of Mexico; Aztecs

**Selected Publications**

2011. *Their Way of Writing: Scripts, Signs, and Pictographies in Pre-Columbian America*. Editor, with Gary Urton. Washington, DC: Dumbarton Oaks.

2007. *Cycles of Time and Meaning in the Mexican Books of Fate*. Austin: University of Texas Press.

2005. *Painted Books and Indigenous Knowledge in Mesoamerica: Manuscript Studies in Honor of Mary Elizabeth Smith*. Editor. New Orleans: Middle American Research Institute, Tulane University.

2000. *Stories in Red and Black: The Pictorial Histories of the Aztecs and Mixtecs*. Austin: University of Texas Press.

1998. *Native Tradition in the Postconquest World*. Editor, with Tom Cummins. Washington, D.C.: Dumbarton Oaks.

1994. *Writing without Words: Alternate Literacies in Mesoamerica and the Andes*. Editor, with Walter Mignolo. Durham: Duke University Press.

**Latin American-Related Courses Taught in Last 2 years** Seminar on Aztec Art; Seminar on Mexican Manuscript Painting  
**Number of Dissertations or Theses Supervised in the Past 5 Years** 4

**JAMES M. BOYDEN, HISTORY**

B.A., Southern Oregon State College, History, 1977

M.A., University of Texas, History, 1982

Ph.D., University of Texas, History, 1988

**Academic Experience** Associate Professor, Tulane University, 1994-

Assistant Professor, Tulane University, 1991-1994

**Related Experience** Graduate Director, Department of History, Tulane University, 1996-99

Associate Chair, Department of History, Tulane University, 1994-1996

**Distinctions** Outstanding Doctoral Dissertation Award, University of Texas, 1988-1989

Barnes Lathrop Prize (departmental dissertation prize), University of Texas, 1988-1989

**Language & Proficiency** Spanish 4; other 4; French 4; Catalán 3

**Overseas Experience** Spain

**Research & Teaching Specializations** Spain; History; Hapsburg Spain; Renaissance and Reformation; Early Modern Atlantic World

**Selected Publications**

2002. "Honor on the Scaffold in the Spanish Monarchy." *Acta Histriae*. 8.

2002. "Renaissance Exploration." In *Encyclopedia of the Renaissance*. Paul F. Grendler, editor. New York: Charles Scribner's Sons.

2000. "The Worst Death Becomes a Good Death: The Passion of Don Rodrigo Calderón." In *The Place of the Dead in Late Medieval and Early Modern Europe*. Bruce Gordon and Peter Marshall, eds. Cambridge: Cambridge University Press.

1999. "Fortune Has Stripped You of Your Splendor: Favourites and Their Fates in 15th- and 16th-Century Spain." In *The World of the Favourite*. J. H. Elliott and L. W. B. Brockliss, eds. New Haven: Yale University Press.

1995. *The Courtier and the King: Ruy Gómez de Silva, Philip II, and the Court of Spain*. Berkeley: U of California Press.

**Latin American-Related Courses Taught in Last 2 years** The Emergence of the Contemporary World Since 1789; Spain, 1369-1716; Sixteenth-Century European Civilization; Spanish Civil War; Medieval Spain; Early Modern Spain, c.1450-1716  
**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**HARVEY M. BRICKER, ANTHROPOLOGY**

B. A., Hamilton College, History, 1962

M.A., Harvard University, Anthropology, 1963

Ph.D., Harvard University, Anthropology, 1973

**Academic Experience** Professor, Tulane University, 1984-

Associate Professor, Tulane University, 1976-1984

Assistant Professor, Tulane University, 1973-1976

**Related Experience** Research Assistant, Peabody Museum, Harvard University, 1968-1969

Field and Research Assistant, Harvard University Dordogne Project, 1963-1966

Field Assistant, State of New York, Office of the State Archaeologist, 1961-1962

**Distinctions** Chevalier dans l'Ordre des Palmes Académiques, Republic of France, 1987

Wenner-Glen Foundation for Anthropological Research Grant, 1984

Circonscription Préhistorique de Midi-Pyrenees Grant, France, 1980

Council on Summer Research Grant, Tulane University, 1980

National Science Foundation Grant, 1975

**Language & Proficiency** French 4; Spanish 2

**Overseas Experience** France ; Mexico

**Research & Teaching Specializations** France; Mesoamerican Anthropology and Archaeology; Palaeolithic Archaeology in France; Archaeoastronomy of the Maya

**Selected Publications**

2004. "The paper patch on page 56 of the Madrid Codex." In *The Madrid Codex: New Approaches to Understanding an Ancient Maya Manuscript*. Gabrielle Vail and Anthony F. Aveni, eds. Boulder: University of Colorado Press.

2003. "New perspectives on the Madrid Codex." With Gabrielle Vail et al. *Current Anthropology*. 44: S105-S112.

2003. "Seeking the sidereal: observable planetary stations and the ancient Maya record." With Anthony F. Aveni and Victoria R. Bricker. *Journal for the History of Astronomy*. 34: 145-161.

2002. "Attribute analysis at the abri Pataud." In *The Role of American Archaeologists in the Study of the European Upper Paleolithic*. L. Straus, editor. Oxford: Archaeopress.

2002. "The astronomical significance of 9.11.0.0.0 at Palenque and Copan." With Victoria R. Bricker. *The Pari Journal*. 2 (4)/ 3 (1): 24-27.

**VICTORIA R. BRICKER, ANTHROPOLOGY**

B.A., Stanford University, Philosophy and Humanities, 1962

M.A., Harvard University, Anthropology, 1963

Ph.D., Harvard University, Anthropology, 1968

**Academic Experience** Professor, Tulane University, 1978-

Associate Professor, Tulane University, 1973-1978

Assistant Professor, Tulane University, 1970-1973

**Related Experience** Chair, Department of Anthropology, Tulane University, 1988-1991

Associate Editor, Journal of Mayan Linguistics, 1978-

Series Editor, Supplement to Handbook of Middle American Indians, 1977-

Editor, American Ethnologist, 1973-1976

**Distinctions** Elected to membership in American Philosophical Society, 2002

Elected to membership in the National Academy of Science, 1991

Editorial Board, Middle American Research Institute, 1981-

Executive Board, American Anthropological Association, 1980-

**Language & Proficiency** Spanish 5; Maya-Tzotzil 4; Maya-Yucatec 4

**Overseas Experience** Mexico ; Belize ; Guatemala

**Research & Teaching Specializations** Mexico; Mesoamerican Ethnohistory and Linguistics; Epigraphy; Ethnography

**Selected Publications**

2004. "Unwinding the Rubber Ball: The Glyphic Expression nahb' as a Numerical Classifier for 'Handspan.'" With Markus Eberl. *Research Reports on Ancient Maya Writing*. No. 55. Washington, DC: Center for Maya Research.

2003. "New Perspectives on the Madrid Codex." With Gabrielle Vail et al. *Current Anthropology*. 44 (5): S105-S112. 2002. *An Encounter of Two Worlds: The Book of Chilam Balam of Kaua*. With Helga-Maria Miram. Middle American Research Institute, Publication 68. New Orleans: Tulane University.

1998. *A Dictionary of the Maya Language as Spoken in Hocaba, Yucatan*. With Eleuterio Po'ot Yah and Ofelia Dzul dePo'ot. Salt Lake City: University of Utah Press.

1997. *Papers on the Madrid Codex*. With Gabrielle Vail. MARI, Publication 64. New Orleans: Tulane University.

**Latin American-Related Courses Taught in Last 2 years** Cultural Anthropology; Spoken Yucatecan Maya; Social Structure; Aztec and Maya Literature; Ritual; Colonial Maya; Mesoamerican Divinatory Codices; Maya Archaeoastronomy  
**Number of Dissertations or Theses Supervised in the Past 5 Years** 13

**MICHAEL E. BRUMBAUGH, CLASSICAL STUDIES**

A.B., Colgate University, Classics, 2004

M.A., University of California, Los Angeles, Classics, 2007

Ph.D., University of California, Los Angeles, Classics, 2011

**Academic Experience** Assistant Professor of Classical Studies, Tulane University, 2013-

Lecturer in Classics, Princeton University, 2012-2013

Visiting Assistant Professor of Classics and Humanities, Reed College, 2011-2012

Teaching Fellow, University of California, Los Angeles, 2007-2010

**Related Experience** Waterloo Institute for Hellenistic Studies, External Research Associate, 2010-present

Faculty Fellow, Mathey College, Princeton University, 2012-2013

**Distinctions** Stillman Drake Research Grant, Reed College, 2011

Dissertation Fellowship, UCLAS, 2010-2011

Andrew W. Mellon Fellowship in Humanistic Studies, 2005-2006

**Research & Teaching Specializations** Athenian Literature; Roman Prose Fiction; Classical Mythology; Classical Traditions in Colonial Spanish America

**Selected Publications**

Forthcoming 2014. "Making the Hymn: Mesomedean Narrative and the Interpretation of a Genre." In *Narrative and Narratology in Greek Hymns*. O. Hodkinson and A. Faulkner, eds. Leiden: Brill.

**PIERRE M. BUEKENS, EPIDEMIOLOGY**

M.D., Free University of Brussels, 1979

M.P.H., Free University of Brussels, 1982

Certification in Obstetrics and Gynecology, Free University of Brussels, 1984

Ph.D., Free University of Brussels, Epidemiology and Public Health, 1988

**Academic Experience** Professor, Tulane University, 2003-

Clinical Professor, Tulane University School of Medicine, 2003-

Professor, University of North Carolina, 1996-2002

**Related Experience** Director, Center for Emerging Reproductive and Perinatal Epidemiology (CERPE), 2013-

Director, Tulane University Office of Global Health, 2008-

Scientific Council Member, Center for Perinatal Epidemiology, Brussels, Belgium, 2008-

Dean, Tulane University School of Public Health and Tropical Medicine, 2003-

Chair, Scientific Committee, Program to Improve the Quality and Access to Emergency Obstetrical Care, French Academy of Sciences, 2003-2006

Board Member, The Alan Guttmacher Institute, 1996-

**Distinctions** W. H. Watkins Professor of Epidemiology, Tulane University SPHTM, 2007-

ASPH/ CDC Grant, "Maternal Mortality in the US and Europe," 2001-2003

NIH/ NICHD Grant, "A Trial for Improving Perinatal Care in Latin America," 2001-

NIH/ Fogarty International Center Grant, "Latin American Perinatal Health Training Program," 2001-

MCHB/ USDHHS Grant, "Training Program in Maternal and Child Health," 1997-2000, 2000-2005

**Language & Proficiency** French 5; Spanish 4

**Overseas Experience** France; Argentina; Germany; Morocco; Romania; Mexico; Peru; Honduras

**Research & Teaching Specializations** Obstetrics and Gynecology; Epidemiology; General Latin America

**Selected Publications**

2013. "Change of periodontal disease status during and after pregnancy." With Xie Y, Xiong X, Elkind-Hirsch KE, Pridjian G, Maney P, and Delarosa RL. *Journal of Periodontology* 84: 725-731.

2012. "Impact of coping styles on post-traumatic stress disorder and depressive symptoms among pregnant women exposed to hurricane Katrina." With Oni O, Harville EW, and Xiong X. *American Journal of Disaster Medicine* 7: 199-209.

2011. "Use of oxytocin during early stages of labor and its effect on active management of third stage of labor." With Sosa CG, Althabe F, Belizan JM. *American Journal of Obstetrics and Gynecology* 204:238. (PMCID: PMC3057346)

2011. "Do commercial serologic tests for Trypanosoma cruzi infection detect Mexican strains in women and newborns?" With Gamboa-León R, Gonzalez-Ramirez C, et al. *Journal of Parasitology* 97:338-43. (PMCID: PMC3439135)

2011. "Using Uniject to increase the use of prophylactic oxytocin for management of the third stage of labor in Latin America." With Althabe F, Mazzoni A, et al. In Oxytocin in Uniject Study Group. *International Journal Gynecology and Obstetrics* 114:184-9.

2010. "Lost opportunities for effective management of obstetric conditions to reduce maternal mortality and severe maternal morbidity in Argentina and Uruguay." With Karolinski A, Mazzoni A, Belizán JM, et al. *International Journal Gynecology and Obstetrics*; 110:175-80. (PMCID:PMC2918228).

2009. "Risk factors for postpartum hemorrhage in vaginal deliveries in a Latin-American population." With Sosa CG, Althabe F, Belizán JM, et al. *Obstetrics and Gynecology*;113:1313-9. (PMCID:PMC2730945.)

**MICHAEL BURKE, BUSINESS**

B.A., University of Notre Dame, Psychology, 1977

M.S., Purdue University, Industrial Psychology, 1980

Ph.D., Illinois Institute of Technology, Psychology, 1982

**Academic Experience** Professor, Tulane University, 1994-

Associate Professor, Tulane University, 1991-1994

**Related Experience** Chair of Tulane University's Social-Behavioral Institutional Review Board, 2010-

Editor, Personnel Psychology, 2007-2010

Editorial Board, Industrial and Organizational Psychology: Perspectives on Science and Practice, 2007-

Latin American Ph.D. Policy Committee, Freeman School of Business, Tulane University, 1996-

**Distinctions** Recipient, Outstanding Author Contribution Award at the Emerald Literati Network 2011 Awards for Excellence, 2011

Lawrence Martin Chair, Freeman School of Business, 2007-

President, Society for Industrial and Organizational Psychology, 2003-2004

**Language & Proficiency** French 2

**Overseas Experience** Mexico; Colombia; England; Australia

**Research & Teaching Specializations** Organizational Behavior and Human Resource Management

**Selected Publications**

2014. "Statistical significance criteria for the rWG and Average Deviation interrater agreement indices." With Smith-Crowe et al. *Journal of Applied Psychology* 99(2): 239-261.

2009. "Performing in a multi-cultural context: The role of personality." With Baskerville-Watkins M, and Guzman E. *International Journal of Intercultural Relations*.

2009. "Workplace safety: A meta-analysis of the roles of person and situation factors." With Christian, M. S., et al. *Journal of Applied Psychology*. 94: 1103-1127.

2008. "A model of the emergence and dysfunctional effects of emotional conflict in groups." With Varela O.E. and Landis R.S. *Group Dynamics: Theory, Research and Practice*. 12 (2): 112-126.

2008. "The role of national culture and organizational climate in safety training effectiveness." With Chan-Serafin S, et al. *European Journal of Work and Organizational Psychology*. 17 (1): 133-152.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 5

**I. CAROLINA CABALLERO, SPANISH & PORTUGUESE**

B.A., Wofford College, History and Spanish, 1994

M.A., University of North Carolina, Romance Languages, 1997

Ph.D., University of North Carolina, Romance Languages, 2004

**Academic Experience** Lecturer, Tulane University, 2008-

Assistant Professor, Regis University, 2005-2008

**Related Experience** Associate Director, Cuban & Caribbean Studies Institute, Stone Center for Latin American Studies, Tulane University, 2012-

Co-Director, Tulane's Summer Program in Havana, 2012, 2013, 2014

Course Coordinator, Tulane University Department of Spanish and Portuguese, Spring 2009, 2010, 2011, 2013, Academic year 2013-2014

Resident Director, Newcomb-Tulane Junior Year Abroad in Cuba, 2009 & 2010

**Distinctions** Simón Rodríguez Award for Best Undergraduate Teaching, 2013

NEH Grant, 2006

**Language & Proficiency** Spanish 5; Portuguese 4

**Overseas Experience** Cuba ; Brazil ; Mexico ; Spain

**Research & Teaching Specializations** Contemporary Latin American literature, Cultural Studies, Cuba

**Selected Publications**

2013. "Madres, tiranas y rebeldes: los personajes femeninos en la obra teatral de Pedro R. Monge Rafuls." Pp. 112-123 in *Celebrando a Virgilio Piñera*. Miami: Pro Teatro Cubano.

2012. "Aquí, allá, ahora: Un ciclo de lecturas necesarias." *Tablas: Revista Cubana de las Artes Escénicas* Vol. XCVIII: 100-102.

2009. "Una cubana in the Borderlands in *La hija de la Llorona* by Teresa Dovalpage." *Latin American Theatre Review*. Fall: 27-39.

2007. "El teatro bufo." In *The Colombia Encyclopedia of Modern Dance, Vol. I*. Gabrielle H. Cody and Evert Sprinchorn, eds. New York: Columbia University Press. 203-204.

**Latin American-Related Courses Taught in Last 2 years** Introduction to Hispanic Literatures; Social Problems in Latin American Literature; Introduction to Latino Studies; Introduction to Latin American Culture; Culture and Society: Cuba; Advanced Spanish Grammar and Composition

**HORTENSIA CALVO, THE LATIN AMERICAN LIBRARY**

Licenciatura, Philosophy, Universidad de Los Andes, Santafé de Bogotá, Colombia, 1980

M.A., Spanish and Spanish American Literature, University of Illinois, 1984

Ph.D., Yale University, Spanish, 1990

**Academic Experience** Adjunct Assistant Professor, Duke University, 2002

Assistant Professor, Princeton University, 1990-1996

**Related Experience** Director, The Latin American Library, Tulane University, 2003-

Librarian for Latin America and Iberia, Perkins Library, Duke University, 1999-2002

Interim Ibero-American and Caribbean Studies Bibliographer, Perkins Library, Duke University, 1997-1999

Board of Directors, Fundacion Amistad, 1999-

**Distinctions** Summer Research Grants, Princeton University, 1992, 1993, 1994

Research Fellow, John Carter Brown Library, Brown University, 1988

Edward A. and Samuel C. Suisman Fellowship, Yale University, 1986-1987

**Language & Proficiency** Spanish 5; French 3; Portuguese 2

**Overseas Experience** Colombia ; Mexico

**Research & Teaching Specializations** Spanish American literary Baroque, social history of colonial books/print culture

**Selected Publications**

2007. "Latin America and the Caribbean." In *The Blackwell Companion to the History of the Book*. Oxford, UK; New York, NY: Blackwell.

2003. "The Politics of Print: The Historiography of the Book in Early Spanish America." *Book History*. 5.

2001. "The Luis Angel Arango Library." In *International Dictionary of Library Histories*. Chicago: Fitzroy-Dearborn.

1997. "Communicating in the Library of Babel." *Duke University Libraries*. 11 (1): 8-12.

1993. "El Carnero segun Juana Garcia: una manga afrofeminina de la historia colombiana." *Dispositio XVIII* (44): 99-124.

**MARCELLO CANUTO, MIDDLE AMERICAN RESEARCH INSTITUTE**

A.B., Harvard University, Anthropology, 1991

Ph.D. University of Pennsylvania, Anthropology, 2002

**Academic Experience** Associate Professor, Tulane University, 2009-

Assistant Professor, Yale University, 2002-2009

**Related Experience** Director, Middle American Research Institute, Tulane University, 2009-

Consultant, United Nations Development Programme, Guatemala, 2008-

Editorial Board, Arqueología Guatemalteca, 2008-2009

Director, La Corona Regional Archaeological Project, La Corona, Petén, Guatemala, 2007-

Advisory Board, Instituto Hondureño de Antropología e Historia, 2006-2009

Assistant Curator, Pre-Columbian Collections, Peabody Museum, 2003-2009

**Distinctions** National Geographic Society Grant, 2005, 2009, 2014

Selz Foundation Grant, 2012-2013

The Seaver Institute Grant, 2008-2010

Reed Foundation Research Grant, 2007

**Language & Proficiency** Spanish 5; Italian 5; French 4; Portuguese 2

**Overseas Experience** Honduras; Mexico; Guatemala ; Bolivia ; India ; other ; other

**Research & Teaching Specializations** Archaeological theory, Mesoamerican prehistory, Development of Socio-political complexity, Remote sensing analysis

**Selected Publications**

2012. "Community." With Jason Yaeger. In *Oxford Handbook on Mesoamerican Archaeology*. D.L. Nichols and C.A. Pool, eds. Oxford: Oxford University Press.

2011. "Before the Classic in the Southeastern Area: Issues of Organizational and Ethnic Diversity in the Copan Region, western Honduras." With R. J. Sharer and E. E. Bell. In *The Southern Maya in the Late Preclassic*. N Kaplan and M Love, eds. Boulder: University Press of Colorado.

2009. "Proyecto Regional Arqueológico La Corona." With Tomas Barrientos Q. In *XXII Simposio de Investigaciones Arqueológicas en Guatemala*. Juan P. Laporte, et al., eds. Ministerio de Cultura y Deportes, Instituto de Antropología e Historia, Asociación Tikal, Fundación Arqueológica del Nuevo Mundo, Guatemala.

2009. "Middle Preclassic Maya Society: Quixotic Tilting at Windmills or Giants of Civilization?" In *Early Maya States*. Robert J. Sharer and Loa P. Traxler, eds. Philadelphia: University of Pennsylvania Press.

2008. "The Ties that Bind: Administrative Strategies in the El Paraíso Valley, Department of Copan, Honduras." With Ellen E. Bell. *Mexicon*. 30 (1): 10-20.

2004. *Understanding Early Classic Copan*. Editor, with Ellen E. Bell and Robert J. Sharer. Philadelphia: University of Pennsylvania Museum of Archaeology and Anthropology.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 19

## **ARACHU CASTRO, GLOBAL HEALTH SYSTEMS & DEVELOPMENT**

M.A., University of Barcelona, History/Social Anthropology, 1998

M.A., École des Hautes Études en Sciences Sociales (EHESS), Social Anthropology & Ethnology, Paris, 1992

Ph.D., University of Barcelona with credits from University of California, Berkeley, Sociology, 1997

MPH, Harvard School of Public Health, International Health, 1998

**Academic Experience** Samuel Z. Stone Chair of Public Health in Latin America, Tulane University, 2013-  
Associate Professor of Global Health and Social Medicine, Harvard Medical School, 2011-2012

**Related Experience** Consultant, World Bank, 2012-

**Distinctions** Fellow, Society for Applied Anthropology, 2012

Guggenheim Fellowship, Medicine and Health, United States and Canada Competition, 2010

Bacardi Family Eminent Scholar Chair in Latin American Studies, University of Florida, Gainesville, 2009

**Language & Proficiency** Spanish; French; Catalan; Portuguese; Haitian Creole

**Overseas Experience** Dominican Republic; Cuba; Haiti; Mexico; Nicaragua; Colombia; Venezuela; Peru; Argentina

**Research & Teaching Specializations** Infectious disease, women's health, primary health care in low- and middle-income settings, social inequality, health policy, medical anthropology, Latin America and the Caribbean.

### **Selected Publications**

2013. "Health insurance for the poor decreases access to HIV testing in antenatal care: Evidence of an unintended effect of health insurance reform in Colombia." With Allison Ettenger and Till Bärnighausen. *Health Policy and Planning* 1-7; doi: 10.1093/heapol/czt021

2012. "Quality of Life of People with HIV/AIDS Receiving Antiretroviral Therapy in Cuba: A Cross-Sectional Study of the National Population." With Carlos Aragonés-López, Jorge Pérez-Ávila, and Mary C. Smith Fawzi. *American Journal of Public Health* 102(5):884-892.

2011. "En estado de buena esperanza: Análisis de la experiencia reproductiva en mujeres con VIH en Cuba." In Jesús Armada Haro (ed.) *El planteamiento de una epidemiología sociocultural: Un diálogo en torno a su sentido, métodos y alcances*. Buenos Aires: Lugar Editorial and El Colegio de Sonora.

2010. "Social Inequalities and Dengue Transmission in Latin America." With Yasmin Khawja and James Johnston. In *Plagues and Epidemics: Infected Spaces Past and Present*. Eds. Ann Herring and Alan Swedlund. New York, Oxford: Berg Publishers, pp. 231-249.

**Latin American-Related Courses Taught in the Last 2 Years** Health & Inequality in Latin Amer.; Public Health in Cuba  
**Number of Dissertations or Theses Supervised in the Last 5 Years** 5

## **JOHN CHARLES, SPANISH & PORTUGUESE**

A.B., Brown University, Comparative Literature and Hispanic Studies, 1992

M.A., Yale University, Hispanic Literatures, 1998 , M.Phil, Yale University, Hispanic Literatures, 2000

Ph.D., Yale University, Hispanic Literatures, 2003

**Academic Experience** Associate Professor, 2012-

Assistant Professor, Tulane University, 2005-2012

**Related Experience** Director of Graduate Studies, Department of Spanish and Portuguese, Tulane University, 2012-

**Distinctions** Best First Book Short-List Finalist in the History of Religions, for *Allies at Odds: The Andean Church and its Indigenous Agents, 1583-1671*, awarded by the American Academy of Religion (AAR), 2011

**Language & Proficiency** Spanish 5; Portuguese 4; French 3; other 3

**Overseas Experience** Peru

**Research & Teaching Specializations** Colonial Spanish American Literature

### **Selected Publications**

Forthcoming. "El Tercer Concilio de Lima en los Comentarios reales del Inca Garcilaso." In *Discurso historia en los Comentarios reales del Inca Garcilaso*. Ed. José Antonio Rodríguez Garrido, Pedro Guibovich Pérez, and Carmela Zanelli. Lima: Pontificia Universidad Católica del Perú.

2014. "Trained by Jesuits: Indigenous Letrados in Seventeenth-Century Peru." In *Indigenous Intellectuals: Knowledge, Power, and Colonial Culture in New Spain and the Andes*. Ed. Gabriela Ramos and Yanna Yannakakis. Durham: Duke University Press.

2013. "El poder de los quipus confesionales en las doctrinas de indios." In *El quipu colonial: Estudios y materiales*, edited by Marco Curatola Petrocchi and José Carlos de la Puente Luna. Lima: Pontificia Universidad Católica del Perú: 167-190.

2010. *Allies at Odds: The Andean Church and its Indigenous Agents, 1583-1671*. Albuquerque, NM: University of New Mexico Press.

**Latin American-Related Courses Taught in Last 2 years** Early Readings in Spanish; Ethnographic Discourse in the Chronicles of the Indies; Introduction to Literary Analysis; Historical Novel in LA; Chronicles and Epics of Spanish Conquest; Introduction to Latin American Culture.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

**EUGENE D. CIZEK, ARCHITECTURE**

B.A., Louisiana State University, Architecture, 1964

M.A., Massachusetts Institute of Technology, City Planning and Urban Design, 1966

Dr. of Science, Delft Technische Hogeschool, City Planning, 1967

**Academic Experience** Professor, Tulane University, 1970-

Assistant Professor, Louisiana State University, 1968-1970

**Related Experience** Director, Preservation Studies Program, Tulane University, 1996-

Director, Bayou-River Road Survey, 1980-

Co-Director, Education Through Historic Preservation Program, 1977-

Co-Director, Interdisciplinary Doctor of Philosophy Degree Program in Historic Preservation with Department of History, Tulane University, 2002

**Distinctions** 2nd prize, Charles E. Peterson Prize Competition for the Historic American Buildings Survey, 1995

Mellon Fellowship, 1994

**Language & Proficiency** Spanish 4

**Overseas Experience** Cuba ; Panama ; Mexico ; Peru ; Colombia ; Argentina ; Guatemala

**Research & Teaching Specializations** Historic Preservation; Guatemala

**Selected Publications**

1996. "Jackson Square and the World of Baroness Pontalba." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 19.

1995. "Madame John's Legacy in the Vieux Carre and Mary Plantation on the Great River Road." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 18.

1994. "Laura: A Creole Plantation and Home of Brer Rabbit." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 17.

1993. "Evergreen Plantation and the Great River Road." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 16.

1992. "Pitot House on Historic Bayou St. John." With Lloyd L. Sensat, Jr. *Education Through Historic Preservation*. 15.

**MARY A. CLARK, POLITICAL SCIENCE**

B.A., Latin American Studies, Carleton College, 1984

M.A., University of Wisconsin, Political Science, 1987

Ph.D., University of Wisconsin, Political Science, 1993

**Academic Experience** Associate Professor, Tulane University, 2000-

Senior Associate Member, St. Antony's College, Oxford University, 2001-2002

Assistant Professor, Tulane University, 1994-2000

**Related Experience** Interim Associate Dean for Finance and Planning, School of Liberal Arts, Tulane University, 2011-2012, 2013-

Executive Director, Center for International Studies, Tulane University, 2004-2006

Director of Graduate Studies, Department of Political Science, Tulane University, 2002-2004

**Distinctions** Mortar Board Recognition for Excellence in Teaching, Tulane University, 1998-1999

Mellon Foundation Research Grant, 1994, 1996

**Language & Proficiency** Spanish 4; Portuguese 2

**Overseas Experience** Costa Rica; Chile

**Research & Teaching Specializations** Health Policy; Costa Rica

**Selected Publications**

Forthcoming. "The Meanings of Universal Health Care in Latin America," *Journal of Health Politics, Policy, and Law*.

2013. "The Final Frontiers of Health Care Universalization in Costa Rica and Panama," *Bulletin of Latin American Research* (published on-line June 1, 2013).

2011. "The DR-CAFTA and the Costa Rican Health Sector: A Push toward Privatization?" *The Latin Americanist* 55(3): 3-23.

2005. "Health Reform, Doctors, and the Physician Labor Market in Costa Rica." *The Latin Americanist*. 49 (1): 125-148.

2004. "Health Sector Reform in Costa Rica: Reinforcing a Public System." In *Crucial Needs, Weak Incentives: Social Sector Reform, Democratization, and Globalization in Latin America*. Robert Kaufman and Joan Nelson, eds. Baltimore: Woodrow Wilson Center Press and Johns Hopkins University Press.

2001. "Does Trust Matter? Interpersonal Trust and Democratic Values in Chile, Costa Rica, and Mexico." With Timothy J. Power. In *Citizen Views of Democracy in Latin America*. Roderic Ai Camp, editor. Pittsburgh: University of Pittsburgh Press.

2001. *Gradual Economic Reform in Latin America: The Costa Rican Experience*. Albany: SUNY Press.

**Latin American-Related Courses Taught in Last 2 years** Politics & Health; Poverty & Development; Global Public Health; Comparative Social Policy; Introduction to Comparative Politics

**Number of Dissertations or Theses Supervised in the Past 5 Years** 4



**ADRIENNE COLELLA, BUSINESS**

B.A., Miami University, Psychology, 1983

M.A., Ohio State University, Industrial/Organizational Psychology, 1987

Ph.D., Ohio State University, Industrial/Organizational Psychology, 1989

**Academic Experience** Professor, Tulane University, 2005-

**Related Experience** Editorial Board Member, Journal of Management, 2008-

Executive Committee Chair, Center for Public Service, Tulane University, 2007-2008

Program Chair, Society of Industrial and Organizational Psychology Annual Conference, 2002

**Distinctions** TREFII Grant, Newcomb College Center for Research on Women, 2008

Fellow of the American Psychological Association and the Society for Industrial and Organizational Psychology

Mays Faculty Fellow, Texas A&M University, 2001-2009

**Language & Proficiency** French 3; Spanish 2

**Research & Teaching Specializations** Int'l Human Resource Management; Organizational Behavior; Disabled Workers

**Selected Publications**

2010. "Managing diversity: How organizational efforts to support diversity enhance affective commitment for employees who perceive discrimination at work." With M.D.C. Triana and M.F. Garcia. *Personnel Psychology*.

2009. "Perception of people with disabilities: When is accommodation fair?" With Paetzold R.L., et al. *Basic and Applied Social Psychology*. 30 (1): 27-35.

2008. "Fit perception: The role of similarity, liking, and expectations." With Garcia, M.F. and Posthuma, R. *Journal of Occupational & Organizational Psychology*. 81: 173-189.

2008. "A meta-analysis of experimental studies on the effects of disability on human resource judgments." With Ren L., and Paetzold R. *Human Resource Management Review*. 18 (3): 191-203.

2007. "Exposing Pay Secrecy." With Zardkoohi A., et al. *Academy of Management Review*. 32 (1): 55-71.

**Latin American-Related Courses Taught in Last 2 years:** Human Resource Management Seminar: Latin American Ph.D. Program; Special Topics in Organizational Behavior Seminar: Latin American Ph.D. Program; Organizational Behavior Seminar: Latin American Ph.D. Seminar

**Number of Dissertations or Theses Supervised in the Past 5 Years:** 8

**COLIN CRAWFORD, PAYSON INSTITUTE**

B.A., Columbia University, History, 1980

M.A., University of Cambridge, History, 1982

J.D., Harvard Law School, 1988

**Academic Experience** Professor, Tulane University School of Law, 2010-

Professor of Law, Georgia State University School of Law, 2008-2010

**Related Experience** Executive Director, Payson Center, Tulane University, 2010-

Board Member, Latina & Latino Critical Legal Theory, Inc., 2007-2010

Project Director, Environmental Law Capacity-Building Initiative in Central America and the Caribbean, a grant from Higher Education for Development/U.S. Agency for International Development, 2009

**Distinctions** Fulbright Award Recipient, Council for International Exchange of Scholars, to teach environmental law in the Dominican Republic and research metropolitan growth management issues, 2006

4-time Recipient, Student Body's "Golden Apple" award for distinguished teaching, Thomas Jefferson School of Law

**Language & Proficiency** Portuguese ; Spanish

**Overseas Experience** Brazil, Cuba, Panama, Dominican Republic, Colombia,

**Research & Teaching Specializations** Administrative Law; Environmental Law

**Selected Publications**

2010. *Derecho, Democracia y Economía de Mercado* (Law, Democracy and the Free Market). With Daniel Bonilla Maldonado and Carmen Gonzalez, eds. and co-authors of introductory chapter: "El Neoliberalismo Neoclásico, El Libre Mercado y Sus Críticos." Universidad de los Andes: Bogotá, Colombia.

2010. "Social and Cultural Protection and Environmental Justice: Lessons of the Colombian Model." In *Justicia Colectiva, Medio Ambiente y Democracia Participativa: La Corte Constitucional y la Ley Forestal* (Collective Justice, the Environment and Participatory Democracy: The Constitutional Court and the Forestry Law). Siglo del Hombre/Universidad de los Andes: Bogotá, Colombia.

2009. *Derecho Ambiental: Una Introducción*. (Environmental Law: An Introduction). Editor. Siglo del Hombre/Universidad de los Andes: Bogotá, Colombia.

2009. "The Promise and Peril of Environmental Law: Challenges, Conflicting Objectives and the Search for Solutions." In *Derecho Ambiental: Una Introducción*. Colin Crawford, Ed. Siglo del Hombre/Universidad de los Andes: Bogotá, Colombia.

1996. *Uproar at Dancing Rabbit Creek: The Battle over Race, Class and the Environment in the New South*. Addison-Wesley.

**STEVEN P. DARWIN, ECOLOGY & EVOLUTIONARY BIOLOGY**

B.A., Drew University, Botany, 1971

M.A., University of Massachusetts, Botany, 1973

Ph.D., University of Massachusetts, Biology, 1976

**Academic Experience** Professor, Tulane University

Associate Professor, Tulane University, 1984-

Assistant Professor, Tulane University, 1977-1983

**Related Experience** Research Advisory Board, Audubon Park and Zoological Garden, New Orleans, 1980-1996

Visiting Research Associate, National Tropical Botanical Garden, Hawaii, 1986, 1990

Director of Graduate Studies, Department of Biology, Tulane University, 1985-1993

Editorial Committee, Instituto de Investigaciones sobre Recursos Bioticos, Mexico, 1985-1992.

Director, Tulane University Herbarium, 1977-1983

**Distinctions** Environmental Protection Agency Research Grant, 2000-2003

National Science Foundation Grants, 1981-1985, 1991-1993, 1993-1995, 1999, 2000

Tinker Foundation Grant, "Support for botanical activities in the Yucatan Peninsula, Mexico," 1981-1986

Summer Research Scholarship, Woods Hole, 1970

Ciba Scientific Merit Award, Drew University, 1971

**Language & Proficiency** French 3; Spanish 2

**Overseas Experience** Mexico ; Panama

**Research & Teaching Specializations** Mexico; Biology; Morphology and Evolution of Vascular Plants; Vascular Flora of the Yucatan Peninsula

**Selected Publications**

1995. "Woody Vegetation of Tropical Lowland Deciderous Forests and Maya Ruins in the North-central Yucatan Peninsula, Mexico." With D. A. White. *Tulane Studies in Zoology and Botany*. 30: 1-25.

1994. "Systematics of Timonius Subgenus Abbottia (Rubiaceae-Guettardeae)." *Systematic Botany Monographs*. 42: 1-86.

1993. "Type Specimens of Vascular Plants at Tulane University, with a Brief History of the Tulane University Herbarium." With A. S. Bradburn. *Tulane Studies in Zoology and Botany*. 29: 73-95.

1992. "A Systematic Study of the Paleotropical Genus Antirhea (Rubiaceae: Guettardeae)." With S. M. Chaw. *Tulane Studies in Zoology and Botany*. 28: 25-118.

1982. "An Annotated Checklist of Plants." In *The Woody Vegetation of Dzibilchaltun- A Maya Archaeological Site*. L. B. Thien, A. S. Bradburn, and A. L. Welden, eds. Occasional Papers, Middle American Research Institute. New Orleans: Tulane University.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**ROXANNE M. DÁVILA, SPANISH & PORTUGUESE**

A.B., Harvard University, Romance Languages and Literatures, 1990

Ph.D., Yale University, Spanish and Portuguese, 1999

**Academic Experience** Visiting Research Professor, Tulane University, 2009-

Assistant Professor, Brandeis University, 1998-2008

**Related Experience** Spanish Language Coordinator, University of Pennsylvania, 1995-1998

Consultant, Arte Acción Honduras, 2000-2002

Field Consultant, United Nations Office of Project Services, New York City and Peru, 1999

**Distinctions** Jane's Grant in Latin American Studies for Faculty Research, Brandeis University, 2006-2007, 2001-2004

Norman Fellowship for Faculty Research, 2006

Yale University Research Fellowship in Latin American Studies, 2006

**Language & Proficiency** Spanish 5; Italian 4; French 3; Portuguese 2;

**Overseas Experience** Mexico ; Guatemala ; Honduras

**Research & Teaching Specializations** 19th C Latin American History, Pre-Columbian Studies; Mesoamerican Art and Literature; Hispanic Studies; Mexico and Central America

**Selected Publications**

2008. "Los primeros exploradores a las ruinas mayas." *Arqueología guatemalteca*. 1 (1): 9-11.

2007. "Una introducción a la historia de los viajeros a la zona maya." In *Ciudades sagradas mayas*. Ricky Lopez Bruni, ed. Guatemala City: G.T. Continental.

2002. "Escribiendo la ciudad: Entre flaneur y criminal en Ensayo de un crimen de Rodolfo Usigli." *La palabra y el hombre*. 121: 69-81.

2002. "Mito, nación e identidad: El imaginario urbano en la obra de José Emilio Pacheco." *Alba de América: Revista Literaria*. 21 (39-40): 339-347.

**Latin American-Related Courses Taught in Last 2 years** Ancient Ruins, Modern Nations; Art and Revolution in Latin America; The Latin American Avant-garde; Introduction to Latin American Literature

**Number of Dissertations or Theses Supervised in the Past 5 Years** 4

**DIOGO DE LIMA, THEATRE & DANCE**

Pavillion Arts Center, São Paulo, Brazil

**Academic Experience**

Professor of Practice, Tulane University, 2006-

**Related Experience** Choreographer "A Foreign Sound", Newcomb Dance Company, New Orleans 2009

Choreographer "Bolt", Open Look, Saint Petersburg, Russia 2009

Performance Curator "Prospect 1", New Orleans 2008

Dancer "John Allen Project", Harare, Zimbabwe 2008

Choreographer "Come Out And Play In New Orleans", 2008

**Distinctions** S.A.T.E.D. Award, Best Dancer for performances in Benguelê and Santagustin, 2007

S.A.T.E.D. Award, Best Dancer for performance in Lecuona, 2005

Best Choreographer Award, "Festival Contemporaneo de Artes, Rio de Janeiro, Brazil, 2003

Best New Choreographer Award, São Paulo, Brazil, 2001

Best New Dance Artist, Promodança, São Paulo, Brazil, 1998

**Language & Proficiency** Portuguese 5; Italian 4; Spanish 4; French 3; German 1

**Overseas Experience** Brazil ; France ; Germany ; England ; Chile ; other ; other ; other ; other

**Research & Teaching Specializations** Brazil, Ballet, Modern Dance, Contemporary Dance, Choreography, Dance and Media

**Latin American-Related Courses Taught in Last 2 years** Ballet I; Ballet II; Modern Dance III; Ballet III; Choreography and Media; Modern Dance IV

**GAURAV DESAI, ENGLISH**

B.A., Northwestern University, English, 1988

Ph.D., Duke University, English, 1996

**Academic Experience** Professor, Tulane University, 2013-

Associate Professor, Tulane University, 2002–2013

Assistant Professor, Tulane University, 1996-2002

**Related Experience** Faculty Mentor, POSSE Scholars Program, 2012-2014

Advisory Committee Member, PMLA, 2008-2011

Chair, English Department, Tulane University, 2006-2009

Co-Director, Program in African and African Diaspora Studies, Tulane University, 1997-2000

**Distinctions** Social Science Research Council DPDF Faculty Award, 2014

Residency at the Valparaíso Foundation, Mallorca, Spain, 2011

Duren Professorship, Newcomb-Tulane College, 2007-2008

Frederick Burkhardt Fellowship for Recently Tenured Scholars, American Council of Learned Societies, 2007 (Award residency taken at the National Humanities Center in 2009-2010)

Harry Ransom Research Center Travel Grant, University of Texas at Austin, 2005

Life Member, Clare Hall, Cambridge University, 2004-

**Language & Proficiency** Marathi 5; French 2; Hindi, Swahili

**Research & Teaching Specializations** Postcolonial Studies; Literary, Legal and Cultural Theory; African Literature

**Selected Publications**

Forthcoming. "Histories and Theories of the Novel in Africa." In *The Oxford History of the Novel in English: The Novel in Africa and the Atlantic World*, vol. 11. Ed. Simon Gikandi.

2013. "Introduction: The Virtual Transformation of the Public Sphere." In *The Virtual Transformation of the Public Sphere*. Ed. Gaurav Desai. New Delhi: Routledge.

2013. *Commerce with the Universe: Africa, India and the Afrasian Imagination*. New York: Columbia University Press.

2011. "Asian African Literatures: Genealogies in the Making," *Research in African Literatures*, Vol. 42, no. 3: v-xxx.

2011. "Between Indigeneity and Diaspora: Questions from a Scholar-Tourist," *Interventions*, Vol. 13, no. 1: 53-66.

2010. "Oceans Connect: The Indian Ocean and African Identities," *PMLA*, Vol. 125, no. 3: 713-20.

2001. *Subject to Colonialism: African Self-Fashioning and the Colonial Library*. Durham: Duke University Press.

**Latin American-Related Courses Taught in Last 2 years** African Literature; Africa and the Indian Ocean; Africa and the Politics of Culture; Colonial and Postcolonial Discourse; Paradigms of Postcolonial Thought; Globalization Seminar; African Identities and Trans-Atlantic Connections

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

## **MARTIN DIMITROV, POLITICAL SCIENCE**

B.A., Franklin and Marshall College, Government and French, 1998

Ph.D., Stanford University, Political Science, 2004

**Academic Experience** Director of Asian Studies Program, Tulane University, 2014-2016

Associate Professor, Tulane University, 2011-

Assistant Professor of Government, Dartmouth College, 2004-2011

**Related Experience** Associate Editor for Asia, *Problems of Post-Communism*, 2014-2016

Visiting Fellow, Aleksanteri Institute (Helsinki, Finland), summers 2013 & 2014

Associate, Davis Center for Russian and Eurasian Studies, Harvard University, 2011-2014

Fellow, Public Intellectuals Program, National Committee on U.S.-China Relations, 2011-2013

**Distinctions** Berlin Prize and Axel Springer Fellowship, American Academy in Berlin, 2012

Distinguished Guest Fellow, Notre Dame Institute for Advanced Study, 2011

Public Intellectuals Program Fellow, National Committee on U.S.-China Relations, 2011-2013

Fellow, Woodrow Wilson International Center for Scholars, 2010-2011

**Language & Proficiency** Bulgarian; Mandarin Chinese; Russian; German; French; Spanish; Serbo-Croatian; Japanese

**Overseas Experience** China; Hong Kong; Taiwan; Russia; the Czech Republic; France; Bulgaria; Germany; Cuba

**Research & Teaching Specializations** Chinese politics; post-Soviet politics; authoritarian politics

### **Selected Publications**

Forthcoming. "What the Party Wanted to Know: Citizen Complaints as a 'Barometer of Public Opinion' in Communist Bulgaria." *East European Politics and Societies*.

Forthcoming. "Tracking Public Opinion under Authoritarianism: The Case of the Soviet Union under Brezhnev." *Russian History*.

2013. *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*. New York: Cambridge University Press. [Currently being translated into Portuguese, Greek, and Turkish.]

2012. "The Persistence of Authoritarianism." *The Berlin Journal* 23: 25-28.

2009. *Piracy and the State: The Politics of Intellectual Property Rights in China*. New York: Cambridge University Press.

**Latin American-Related Courses Taught in Last 2 years** Authoritarianism

**Number of Dissertations or Theses Supervised in the Past 5 Years** 1

## **CHRISTOPHER DUNN, SPANISH & PORTUGUESE**

B.A., Colorado College, History, 1987

M.A., Brown University, Brazilian Studies, 1992

Ph.D., Brown University, Brazilian Studies, 1996

**Academic Experience** Associate Professor, Tulane University, 2002-

Visiting Professor, Universidade Federal da Bahia, 2002

Assistant Professor, Tulane University, 1996-2001

**Related Experience** Chair, Department of Spanish and Portuguese, Tulane University, 2003-2009, 2012-2013

Program Chair, IX Congress of Brazilian Studies Associate, 2008

Member, Executive Committee of Brazilian Studies Association, 2002-2006

**Distinctions** National Endowment for the Humanities Fellowship, 2013-2014

Fulbright Teaching Fellowship, 2002

**Language & Proficiency** Portuguese 5; Spanish 4

**Overseas Experience** Brazil; Cuba

**Research & Teaching Specializations** Brazilian Literary and Cultural Studies; Popular Music; Countercultures; African Diaspora Studies

### **Selected Publications**

2014. "Mapping Tropicália." *The Global Sixties in Sound and Vision: Media, Counterculture, Revolt*. Timothy Brown and Andrew Lison, eds. New York: Palgrave-Macmillan.

2014. "Desbunde and its Discontents: Counterculture and Authoritarian Modernization in Brazil, 1968-1974." *The Americas*.

2013. "Experience the Experimental: Avant-Garde, *Cultura Marginal*, and Counterculture in Brazil, 1968-1972." *Luso-Brazilian Review*.

2011. *Brazilian Popular Music and Citizenship*. Edited with Idelbar Avelar. Durham: Duke University Press.

2009. "Tom Zé and the performance of citizenship in Brazil." *Popular Music*. 28 (2): 217-237.

2001. *Brutality Garden: Tropicalia and the Emergence of a Brazilian Counterculture*. Chapel Hill: University of North Carolina Press.

2001. *Brazilian Popular Music and Globalization*. Editor, with Charles Perrone. Gainesville: University of Florida Press.

**Latin American-Related Courses Taught in Last 2 years** Brazilian Cultural Imaginaries (São Paulo); Brazilian Modernities; Luso-Brazilian Cities (Salvador, Bahia); Brazilian Literature and the City; Afro-Brazilians

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

**JOHN EDWARDS, ECONOMICS**

B.S., Georgetown University School of Foreign Service, International Affairs, 1975

Ph.D., University of Maryland, Economics, 1986

**Academic Experience** Associate Professor, Tulane University, 1992-

Visiting Assistant Professor, University of California-Berkeley, 1988-1989

Assistant Professor, Tulane University, 1985-1991

**Related Experience** Consultant, World Bank, "Honduras: Education Public Expenditure Tracking Survey," 2010

Consultant, World Bank, "Uruguay: Third Basic Education Quality Improvement Project (Loan 7113-UR Cost/Benefit Analysis for Proposed Additional Financing)," 2009

Consultant, World Bank, "Economic and Financial Evaluation of Project P101218: Quality of Education, Accountability and Transparency in the Education Sector in Honduras," 2007

World Bank Education and Labor Market Economist, El Salvador and Mexico, 1997-1998

Economic Analyst, Academy for Educational Development, "Panama Canal Zone, City of Knowledge Project," 1996-

**Distinctions** USAID Grant, "The Causes of Grade Repetition and Dropping Out," Honduras, 1996

Tinker Foundation Grant, 1987, 1988, 1993

**Language & Proficiency** Spanish 5; Portuguese 5; Catalán 5; German 4

**Overseas Experience** Honduras ; Mexico ; Brazil

**Research & Teaching Specializations** Latin America; Economics; Microeconomics; Household Survey Design and Analysis; Labor Markets; Economics of Education; Public Finance; Fiscal Federalism

**Selected Publications**

2012. "Fuel Choice, Indoor Air Pollution, and Children's Health." With Christian Langpap. *Environment and Development Economics*, 17(4).

2005. "Startup costs and the decision to switch from firewood to gas fuel." With C. Langpap. *Land Economics*.

2004. "Efficient Allocations in Club Economies." With Marcus Berliant. *Journal of Public Economic Theory*. 6 (1).

2004. "Capital humano, globalización y asimilación cultural: Un estudio aplicado a los Mayas de Guatemala." With Donald Winkler. In *Etnicidad, Género y Educación en América Latina*. Donald Winkler and Santiago Cueto, eds. Washington, DC and Lima: PREAL.

2002. "The Impact of School Quality on Earnings and Educational Returns." With Arjun Bedi. *Journal of Development Economics*. 68.

1998. "Mexico's Preschools: Coverage, Equity, and Impact." With X. Liang. *LCSHD Paper Series # 16, World Bank*.

**Latin American-Related Courses Taught in Last 2 years** Economic Development of Latin America; Graduate Seminar on Economic Development; Economics of Education; Labor and Population in Latin America; Microeconomic Data Analysis

**Number of Dissertations or Theses Supervised in the Past 5 Years** 4

**PATRICK EGAN, POLITICAL SCIENCE**

B.S., Georgetown University, Foreign Service, 1999

Ph.D., University of North Carolina, Political Science, 2011

**Academic Experience** Assistant Professor, Tulane University, 2011-

Visiting Assistant Professor, Tulane University, 2010-2011

Instructor, University of North Carolina, 2006-2009

**Related Experience** Undergraduate Studies Committee, Department of Political Science, 2011-2012

**Distinctions** Policies, Institutions, and Innovation-Intensive Foreign Direct Investment in Ireland Research Seed Grant.

Granted by the Murphy Institute for Political Economy, Tulane University, 2012

Mellow Dissertation Fellowship for Latin American/Caribbean Research, 2009

US Department of Education Foreign Language and Area Studies Fellowship (FLAS), 2005

**Language & Proficiency** Portuguese; Spanish; French

**Research & Teaching Specializations** International Political Economy; Latin American and European Politics; International Relations

**Selected Publications**

2013. "R&D in the Periphery? Foreign Direct Investment, Innovation, and Institutional Quality in Developing Countries." *Business and Politics* 15:1, pp. 1-32.

2012. "Is the Post-Real Consensus Sustainable? The Politics of Macroeconomic Strategy, Industrial Policy, and International Insertion in Brazil." With Aaron Schneider. In *América Latina no Labirinto Global*. Eds. Renata de Melo Rosa and Carlos Federico Domínguez Avila. Brasília, Brazil: Editora CRV, pp. 75-98.

2012. "Is Worker Repression Risky? Foreign Direct Investment, Labor Rights, and Assessments of Risk in Developing Countries." *Review of International Political Economy* 19:3, pp. 415-447.

2010. "Hard Bargains: The Impact of Multinational Corporations on Economic Reform in Latin America." *Latin American Politics and Society* 52:1 (Spring 2010), pp. 1-32.

**Latin American-Related Courses Taught in Last 2 years** International Political Economy; Introduction to International Relations; International Organization; Latin American Politics

**LUDOVICO FEOLI, CENTER FOR INTERAMERICAN POLICY & RESEARCH**

B.A., Claremont McKenna College, Economics, 1985

M.A., Tulane University, Latin American Studies, 2002

Ph.D., Tulane University, Political Science, 2007

**Academic Experience** Research Professor, Tulane University, 2007

**Related Experience** Director, Center for Interamerican Policy and Research, Tulane University, 2007-  
CIAPA, Executive Director, 2004-

Grupo Internacional de Finanzas, President, 1985-1999

Interalmexin, S.A., Vice President, CEO, 1985-1999

**Distinctions** Richard Greenleaf Award for Best Paper in the Social Sciences, 2002

Stone Center Award for Best Graduate Paper, 2004

**Language & Proficiency** Spanish 5; Italian 4

**Overseas Experience** Costa Rica

**Research & Teaching Specializations** Latin American Political Economy, State Building

**Selected Publications**

2013. *Representation and Effectiveness in Latin American Democracies: Congress, Judiciary and Civil Society*. Edited by Moira B. MacKinnon, Ludovico Feoli. Routledge.

2011. "Desempeño Legislativo En La Primera Legislature De La Administración Chinchilla." *Programa Estado de la Nación, Decimoséptimo Informe Estado de la Nación en Desarrollo Sostenible*. San José, Programa Estado de la Nación.

2011. Gobernabilidad y la Medición de la Efectividad Legislativa Desde la Prensa: El Caso de Costa Rica. Algo más que Presidentes. El Papel del Poder Legislativo en América Latina. M. Alcántara and M. García-Montero. Zaragoza, Fundación Manuel Giménez Abad de Estudios Parlamentarios y del Estado Autonomico.

2010. La Gestión Legislativa en Costa Rica 2006-2010, Ponencia preparada para el Decomosexto Informe Estado de la Nación. San José, Programa Estado de la Nación.

2009. "Costa Rica After CAFTA: The Calm That Follows the Storm?" *Revista Latinoamericana de Ciencia Política*. 29 (2): 355-379.

2008. *Comparación de la Oferta y la Demanda Legislativa en Costa Rica Durante el Año 2007*. Programa Estado de la Nación, Decimocuarto Informe Estado de la Nación en Desarrollo Humano Sostenible.

**Latin American-Related Courses Taught in Last 2 years** Neopopulism and the Turn to the Left in Latin America; A Survey of Institutional Theory in Contemporary Political Science; Contemporary Political Issues in Latin America; Central American Politics and Society

**Dissertations and Theses Supervised in the Past 5 Years 2****GEORGE C. FLOWERS, EARTH & ENVIRONMENTAL SCIENCES**

B.S., University of South Alabama, Geology, 1975

M.A., University of California-Berkeley, Geology, 1977

M.S.E., Tulane, Environmental Engineering, 1995

Ph.D., University of California-Berkeley, Geology, 1979

**Academic Experience** Associate Professor, Tulane University, 1997-

Assistant Professor, Tulane University, 1981-1997

**Related Experience** Director, Environmental Studies Program, Tulane University, 2005-2007, 2010-2013

Director, Coordinated Instrumentation Facility, Tulane University, 2007-

Acting Chair, Department of Geology, Tulane University, 2000-2003

Project Director, Louisiana Systemic Initiatives Program, 1992-

Graduate Advisor, Department of Geology, Tulane University, 1982-1985

**Distinctions** Outstanding Educator Award, SEPM, 2001

Governor's Award for Excellence in Science Education, 1994

**Language & Proficiency** Spanish

**Overseas Experience** Mexico

**Research & Teaching Specializations** Mexico; Natural Science; Geology of the Yucatan Peninsula and Gulf of Mexico

**Selected Publications**

2013. "The role of ENSO climate shifts and the increase in the frequency and intensity of storm surges in the decline of large *Rangia cuneata* clams in Lake Pontchartrain." With M. Poirrier, C.N. Dunn, C. E. Caputo, and J.M. Adams. Pp. 177-196 in *Basics of the Basin Annual Meeting Proceedings*.

2007. "Occurrence of primary magnesium silicates (palygorskite-sepiolite) in karst terranes." With W.C. Isphording and D.T. Allison. Pp. 1671-1674 in *Proceedings of the 12<sup>th</sup> International Conference on Water-Rock Interaction*.

## **GUADALUPE GARCÍA, HISTORY**

B.A., Pitzer College, Political Studies and Literature, 1997

M.A., California State University, Latin American Studies, 2001

Ph.D., University of North Carolina-Chapel Hill, History, 2006

**Academic Experience** Assistant Professor, Tulane University, 2009-

Assistant Professor, University of Central Florida, 2006-2008

**Related Experience** Reviewer, Text and Performance Quarterly, 2007

Reviewer, Florida Historical Quarterly, 2006

**Distinctions** Warwick Transatlantic Fellowship, University of Warwick, UK, 2013-2014

Honorable Mention, Woodrow Wilson National Fellowship Foundation, 2013

Finalist, Award to Louisiana Scholars and Artists (ATLAS), Board of Regents, 2013

**Language & Proficiency** Spanish 5; French 3

**Overseas Experience** Cuba ; Spain ; Mexico

**Research & Teaching Specializations** 19th & 20th c. Latin America; Urban Studies; Race and Ethnicity; Caribbean; Cuba

### **Selected Publications**

Submitted. "‘La ciudad antigua y la ciudad nueva:’ Topographies of Displacement in Nineteenth-Century Havana." *Revista Quiroga, Revisa de patrimonio Iberoamericano*, Granada, Spain.

Forthcoming. "The City Speaks: Dis/Articulating Revolutionary Havana, Cuba, and Global Belonging." *Cultural Studies* 28(2).

Under revision. "To Map a City: U.S. Presence in Havana, 1899-1909." *Journal of Urban History*.

2011. "Urban Guajiros: Colonial Reconcentración, Rural Displacement, and Criminalization in Western Cuba, 1895-1902." *Journal of Latin American Studies* 43(2): 209-235.

2011. "Nuestra patria La Habana: Reading the 1762 British Occupation of the City." *Nuevo Mundo/Mundos Nuevos*, "Debates." Online Journal.

2005. "Aurora Castillo." In *Notable American Women: A Biographical Dictionary, Completing the Twentieth Century*. Susan Ware, ed. Cambridge: Harvard University Press. 5: 107-108.

**Latin American-Related Courses Taught in Last 2 years** Sex and Gender in Colonial Latin America; Border Crossings: American Migrations; Introduction to Latin American History; Colonial Latin America; History, Myth, and Memory in the Cuban Revolution; The Latin American City: Issues and Trends

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

## **AMY GEORGE-HIRONS, SPANISH & PORTUGUESE**

B.A., Tulane University, Spanish and Latin American Studies, 1995

M.A., University of Arizona, Latin American Studies, 1998

Ph.D., Tulane University, Latin American Studies, 2004

**Academic Experience** Lecturer, Tulane University, 2006-

Visiting Assistant Professor, University of Kentucky, 2005-2006

**Related Experience** ACTFL Oral Proficiency Interview (OPI) Rather of Spanish with Full Certification, 2010-2014

Director, Basic Language Program, Department of Spanish and Portuguese, Tulane University, 2007-

Acting Director, Basic Language Program, Tulane University, 2006-2007

**Distinctions** Teaching Fellow, Center for Engaged Learning and Teaching, 2011-2012

Curriculum Redevelopment Grant, Stone Center, Tulane University, "Encounter(ing) Latin America and Peoples in/of Latin America," 2004-2005

William J. Griffith Award for Outstanding Teaching Assistant in Latin American Studies, Stone Center, Tulane University, 2002-2003

Field Research Grant, Stone Center, Tulane University, 2002

**Language & Proficiency** Spanish 5; Nahuatl 1; Portuguese 2; Maya-Yucatec 2

**Overseas Experience** Mexico

**Research & Teaching Specializations** Linguistics; Latin American Literature; and Mesoamerican Art History

### **Selected Publications**

Forthcoming. "The Burden of the Days: European Medical Astrology in the Book of Chilam Balam of Kaua." *Colonial Latin American Review*.

2007. "Las siete planetas: Medieval Reportorios in the Book of Chilam Balam of Kaua." In *Celebrations and Connections in Hispanic Literature*. A. Morris and M. Parker, eds. Newcastle: Cambridge Scholars Publishing. 70-84.

2005. "Tell me, Maiden: The Maya Adaptation of a European Riddle Sequence." *Journal of Latin American Lore*. 22 (2): 125-142.

1997. "Review of *The Mapping of New Spain: Indigenous Cartography of the Relaciones Geográficas*." *Arizona Journal of Hispanic Cultural Studies*. 1.

**Latin American-Related Courses Taught in Last 2 years** Methods of Teaching Spanish & Portuguese

**ANNIE GIBSON, STONE CENTER FOR LATIN AMERICAN STUDIES**

B.A., Dartmouth College, Spanish and Latino Studies; Portuguese minor, 2003

M.A., Tulane University, Latin American Studies, 2007

Ph.D., Tulane University, Latin American Studies, 2010

**Academic Experience** Professor of Practice, Tulane University, 2012-

Zemurray Stone Post Doc Teaching Fellow, Tulane University, 2012

**Related Experience** Coordinator, CIAPA, Tulane University, 2012-

On Site Director, Tulane Semester Abroad Program in Cuba, 2011, 2014

On Site Director, Tulane Summer Abroad Program in Costa Rica, 2010, 2012

**Distinctions** National Endowment for the Humanities Summer Seminar Grant, Summer 2013

Fellowship for Research on the Global South, Tulane University, 2009

**Language & Proficiency** Spanish; Portuguese

**Overseas Experience** Cuba; Brazil; Costa Rica

**Research & Teaching Specializations** Cuban and Brazilian performance cultures; Brazilian immigration to the US

**Selected Publications**

2013. "Sambando New Orleans: Dancing Race, Gender, and Place with Casa Samba." *Studies in Latin American Popular Culture* 31.

2012. *Post-Katrina Brazucas: Brazilian Immigrants in New Orleans*. The University of New Orleans Press.

2012. "Parading Brazil Through New Orleans: Brazilian Immigrant Interaction with Casa Samba of New Orleans." *Latin American Music Review*.

2010. "Voz, Narrative e Sexo: O Brasil de Nélide Piñon em República dos Sonhos." *Brasil/Brazil* [Brown University] 23(2010): 37-53.

2009. "Vencendo Confinos: A Voz Resistente Na Narrativa de Kehinde em Um Defeito de Cor." *Pterodactilo*.

2008. "Brazuca in NOLA: A Cultural Analysis of Brazilian Immigration to New Orleans Post-Katrina." *Latin American Journal of Popular Culture* 27: 103-128.

**Latin American-Related Courses Taught in the Last 2 Years** Brazilian Film; Introduction to Brazilian Literature; Ethnography of Latin American Dance; Mindful Traveler: Cultural Critiques of Tourism; Latin American Infusions; Art, Architecture and Urban Development in Costa Rica; Contemporary Costa Rican Culture

**ANTONIO GÓMEZ, SPANISH & PORTUGUESE**

B.A., Universidad Nacional de Cuyo, Literature, 2000

M.A., University of Pittsburgh, Latin American Literature, 2003

Ph.D., University of Pittsburgh, Hispanic Languages and Literatures, 2007

**Academic Experience** Associate Professor, Tulane University, 2014-

Assistant Professor, Tulane University, 2008-2014

Assistant Professor, Universidad Nacional de Cuyo, 2006-2007

**Related Experience** Director of Undergraduate Studies, Department of Spanish & Portuguese, Tulane University, 2012-

Proofreader, Revista Iberoamericana, 2003-

**Distinctions** Glick Research Fellowship, School of Liberal Arts, Tulane University, 2014-2015

Fulbright Scholarship, 2001-2003

**Language & Proficiency** Spanish 5; French 4; Portuguese 4; Italian 3; German 2; Arabic 2

**Overseas Experience** Argentina; Cuba

**Research & Teaching Specializations** Argentina; Literature of Exile; Latin American Literature and Film

**Selected Publications**

Forthcoming. "Distancia, afecto y razón: *Entrenamiento elemental para actors* de Federico León y Martín Rejtman." *Revista Iberoamericana*.

2013. *Escribir el espacio ausente. Exilio y cultura nacional en Díaz, Wajzman y Bolaño*. Santiago, Chile: Editorial Cuarto Propio.

2013. "Argentine Multiculturalism and the Ethnographic Shift in Documentary Cinema: Martín Rejtman's *Copacabana*." *Social Identities* 19, 3-4: 340-350.

2009. "Utilidad e inconvenientes de la escritura en colaboración para la vida (académica)." *Brújula* 7.1: 142-145.

2007. "Respiración artificial, novela ejemplar." In *Provisoria-mente: textos para Diamela Eltit*. John Beverley, Diamela Eltit, et al, eds. Rosario: Beatriz Viterbo. 97-108.

2007. "Cuarteles de invierno de Osvaldo Soriano: extraterritorialidad y 'alegoría nacional'." *Latin American Essays*. 20: 50-56.

**Latin American-Related Courses Taught in Last 2 years** Modern Spanish American Literature; Film and Visual Culture in Spanish; Latin American Studies Graduate Seminar; Anatomy of the Argentine Novel; New Argentine Cinema: Topics, Forms, Authors; Wherever: Dislocation in Latin American Turn-of-the-Century Prose Fiction and Film; Cinema, History, and Memory in Latin America; Yo, argentino: Argentine Cultural Studies

**Number of Dissertations and Theses Supervised in the Past 5 Years** 9



**JOÃO GONÇALVES, ANTHROPOLOGY**

B.A., Federal University of Minas Gerais, Anthropology, 1997

M.A., Federal University of Rio de Janeiro, Anthropology, 1999

M.A., John Hopkins University, History, 2002

Ph.D., University of Chicago, 2012

**Academic Experience** Postdoctoral Lecturer, University of Chicago's Center for Latin American Studies, 2012-2013  
Preceptor, University of Chicago's Master of Arts Program in the Social Sciences, 2010-2012

**Related Experience** Jury Member, Cultural Horizons Prize, Society for Cultural Anthropology, 2011

Coordinator, Workshop for the Anthropology of Latin America and the Caribbean, University of Chicago, 2006-2007

**Distinctions** Century Fellowship, 2004-2009

Social Sciences Research Council International Dissertation Research Fellowship, 2008

**Language & Proficiency** Portuguese; Spanish; French; Haitian Creole

**Overseas Experience** Brazil; Cuba; Mexico; Southern Cone; Caribbean; Hungary

**Research & Teaching Specializations** Urban Anthropology; Political Anthropology; Diasporas; Historical Consciousness; National; Cuba and Brazil

**Selected Publications**

2013. "Sputnik Premiers in Havana: A Historical Ethnography of the 1960 Soviet Exposition." In *The Socialist Sixties: Crossing Borders in the Second World*. A. Gorsuch and D. Koenker, eds. Bloomington: Indiana University Press.

2006. "The 'Apostle' in Stone: Nationalism and Monuments in Honor of José Martí." In *The Cuban Republic and José Martí: Reception and Use of a National Symbol*. M. Font and A. Quiroz, eds. Lanham: Lexington Books. 18-33.

2000. "'As imponentes festas do sol': O Jubileu Cívico-Literário de Rui Barbosa em 1918." *Estudos históricos sobre Rui Barbosa*. R. Valença and I. Lustosa, eds. Rio de Janeiro: Edições Casa de Rui Barbosa. 151-204.

2000. "Enterrando os grandes homens: Consagrações fúnebres e cívicas na Primeira República." *Estudos Históricos* 25: 135-161.

1998. "Identidade nacional e artes plásticas: Debret e Hélio Oiticica em uma perspectiva antropológica." In *Tradição & Inovação*. W. Cesário, M. Mansur and M. V. De Paula, eds. Rio de Janeiro: UFRJ/EBA. 105-117.

**Latin American-Related Courses Taught in Last 2 years** Brazil: Culture and Society; Cuba in Socialism and in Diaspora; MA Proseminar in Latin American Studies; Race in Latin American and Caribbean Thought

**Number of Dissertations and Theses Supervised in the Past 5 Years** 1

**WEDSLY GUERRIER, FRENCH & ITALIAN**

B.A., University of Central Florida, Foreign Languages, 2002

M.A., University of South Florida, French Literature, 2004

Ph.D., University of Florida, French Literature, 2010

**Academic Experience** Professor of Practice, Tulane University, 2013-

Visiting Assistant Professor, Tulane University, 2010-2013

Adjunct Professor, University of Florida, Summer 2010

Teaching Assistant, University of Florida, 2004-2010

Teaching Assistant, University of South Florida, 2002-2004

**Distinctions** Atkin Fellowship, University of Florida, 2008

University of Florida Graduate Teaching Assistant Award, 2006-2007

Award for Cooperative Leadership in Teaching, University of Florida, 2006-2007

Delores Auzenne Fellowship, University of Florida, 2005-2006

**Language & Proficiency** Haitian Creole; French; Spanish

**Overseas Experience** Haiti

**Research & Teaching Specializations** Haitian Creole

**Selected Publications**

2014. "Langue et littérature: le cas d'Etzer Vilaire." *The French Review* 88(2).

2011. "Jerusalem": yon konfesyon maske. *Haitian Trilingual Journal of Political and Literary Studies*. The Autumn-Winter 2011-2012 Edition.

**Latin American-Related Courses Taught in Last 2 Years** Haitian Creole I; Intermediate Haitian Creole; Haitian Language and Culture; Haitian Culture and Society; Haitian Politics; Haitian Women Writers

**Number of Dissertations and Theses Supervised in the Past 5 Years** 1

**GÜNTHER HANDL, LAW**

Dr.Jur., University of Graz, 1969

L.I.B., Cambridge University, 1973

J.S.D., Yale University, 1978

**Academic Experience** Eberhard P. Deutsch Professor of Public International Law, Tulane University, 1996-

**Related Experience** Consultant, United Nations Environment Programme, 2007-2010

Advisor, Austrian Ministry of Foreign Affairs, Law of the Sea and International Environmental Law, 2005-2006

Consultant, World Bank, 2001-2002

**Distinctions** Prix Elizabeth Haub, 1998

Ford Foundation Grant, 1993

**Language & Proficiency** German 5; Italian 5; French 3; Spanish 2; Dutch

**Overseas Experience** Germany

**Research & Teaching Specializations** International Environmental Law

**Selected Publications**

2014. "Flag State Responsibility for Illegal, Unreported and Unregulated Fishing in Foreign EEZs." *Environmental Policy & Law*.

2012. *Beyond Territoriality: Transnational Legal Authority in an Age of Globalization*. Co-edited with J. Zekoll & P. Zumbansen. Boston: Brill Publisher.

2001. *Multilateral Development Banking: Environmental Principles and Concepts Reflecting General International Law and Public Policy*. Kluwer International

1999. "The Pinochet Case, Foreign State Immunity and the Changing Constitution of the Intl. Community." In *Developing and Development of International and European Law, Essays in Honour of Professor Konrad Ginther*. R. Kicker, editor. New York: Peter Lang Publishers.

1998. "The Legal Mandate of Multilateral Development Banks as Agents for Change toward Sustainable Development." *American Journal of International Law*. 92 (642).

1992. *Grenzüberschreitendes Nukleares Risiko und Völkerrechtlicher Schutzanspruch*. Berlin: Duncker & Humblot.

1989. *Transferring Hazardous Technology or Substances: The International Legal Challenge*. Editor, with Robert Lutz. Dordrecht: Martinus Nijhoff Publishers.

**Latin American-Related Courses Taught in Last 2 years** International Environmental Law; Public International Law; Law of International Institutions; Human Rights; Transnational Litigation

**DAN M. HEALAN, ANTHROPOLOGY**

B.A., Georgia State University, Anthropology, 1967

M.A., University of Missouri, Anthropology, 1970

Ph.D., University of Missouri, Anthropology, 1973

**Academic Experience** Professor, Tulane University, 1996-

Associate Professor, Tulane University, 1984-1996

Assistant Professor, Tulane University, 1977-1984

Assistant Professor, Baylor University, 1974-1977

**Related Experience** Chair, Department of Anthropology, 1993-1994, 1995-1997

Field Supervisor, Instituto Nacional de Antropología e Historia Proyecto Tula Chico, Tula, Hidalgo, Mexico, 2002

Editorial Committee, Revista Arqueologica, Mexico, 1997

**Distinctions** National Aeronautics and Space Administration, NASA/ASEE Fellowship, 1992

National Science Foundation, Anthropology Program Grant, 1980, 1986

**Language & Proficiency** Spanish 5

**Overseas Experience** Mexico

**Research & Teaching Specializations** Mexico; Archaeological Ceramics; Household and Settlement Patterns; Quantitative Analysis

**Selected Publications**

2009. "Four hundred years of settlement and cultural continuity in Epiclassic and Early Postclassic Tula." In *The Art of Urbanism*. W. Fash and L. Lopez Lujan, eds. Washington D.C.: Dumbarton Oaks. 290-329.

2009. "Ground platform preparation and the "banalization" of the prismatic blade." *Ancient Mesoamerica* 20: 103-111.

2008. "The Role of Late Pre-Contact Colonial Enclaves in the Development of the Postclassic Ucareo Valley, Michoacan, Mexico." With Hernandez, C. *Ancient Mesoamerica*. 19: 265-282.

2007. "New Perspectives on Tula's Obsidian Industry and Its Relationship to Chichén Itzá." In *Twin Tollans: Chichén Itzá, Tula, and the Epiclassic Early Postclassic*. Kowalski and Graham, eds. Washington, D.C.: Dumbarton Oaks. 429-448.

1989. *Tula of the Toltecs: Excavations and Survey*. Iowa City: University of Iowa Press.

**Latin American-Related Courses Taught in Last 2 years** Human Origins; Highland Mexico Prehistory

**Number of Dissertations or Theses Supervised in the Past 5 Years** 4

**CHRISTINE HERNANDEZ, THE LATIN AMERICAN LIBRARY**

B.A., University of Illinois, Anthropology and Spanish, 1988

M.A., Tulane University, Anthropology, 1991

Ph.D., Tulane University, Anthropology, 2000

**Academic Experience** Curator of Special Collections, The Latin American Library, Tulane University, 2012-

Anthropology Lecturer and Instructor, Southeastern Louisiana University, 2006-2011

Research Associate, The Middle American Research Institute, 2001-

**Related Experience** Grant writer and Event coordinator, Middle American Research Institute, 2010-2011

Co-curator with David Dressing and Gabrielle Vail, "Maya Time Reckoning and the Language of Creation: Views the Merle Greene Robertson Collection," 2009; "Sacred Cenotes, Hidden Caverns: Years of Research in the Maya Area," 2008

Co-Principal Investigator, Mesoamerican Codices Database Project, 2004-2008

Production editor, Human Mosaic, 36(1), Special Issue, "The Bricker Almanac," 2005-2006

Co-director with Gabrielle Vail, *The Mesoamerican Codices Database Project* (<http://www.mayacodices.org>), 2001-

**Language & Proficiency** Spanish; French

**Overseas Experience** Spain; France; Mexico

**Research & Teaching Specializations** Anthropology; Maya; Mesoamerican Codices; Archaeology; Mexico

**Selected Publications**

2013. (with Gabrielle Vail) *Re-Creating Primordial Time: Foundation Rituals and Mythology in the Postclassic Maya Codices*. University of Colorado Press, Boulder.

2012. (with Gabrielle Vail) "Rain and Fertility Rituals in Postclassic Yucatan Featuring Chaak and Chak Chel." In *Ancient Maya of Mexico: Reinterpreting the Past of the Northern Maya Lowlands*, edited by Geoffrey Braswell. Equinox Publishing, London.

2011. (with Gabrielle Vail) "The Construction of Memory: The Use of Late Classic Divinatory Texts in the Late Postclassic Maya Codices." *Ancient Mesoamerica* 22(2): 449-462.

2010. (with Gabrielle Vail). *Astronomers, Scribes, and Priest: Intellectual Interchange Between the Northern Maya Lowlands and Highland Mexico in the Late Postclassic Period*. Dumbarton Oaks Research Library and Collection, Washington D.C.

2009. (with Gabrielle Vail) "Cords and Crocodilians: Creation Mythology in Late Postclassic Maya Iconography and Texts." In *Maya and Their Sacred Narratives: Text and Context in Maya Mythologies*, edited by Geneviève Le Fort et al, pp. 89-108. Verlag Anton Saurwein, Markt Schwaben, Germany.

**YURI HERRERA-GUTIÉRREZ, SPANISH AND PORTUGUESE**

B.A., Universidad Nacional Autónoma de México, Political Science, 1997

M.A., University of Texas at El Paso, Bilingual Creative Writing, 2003

Ph.D., University of California, Berkeley, Spanish, 2009

**Academic Experience** Mellon Fellow, Tulane University, 2011-

Visiting Assistant Professor, University of North Carolina-Charlotte, 2010-2011

**Related Experience** Editor of the literary magazine *el perro*, 2007-

Member of the Board of Editors of the *Revista de Literatura Mexicana Contemporánea*, University of Texas at El Paso, 2002

**Distinctions** Otras voces, otros ámbitos prize, awarded to the best novel published in Spain in 2008, to *Trabajos del reino*, 2009

Premio Binacional de Novel Fronteriza for *Trabajos del reino*

Programa de Apoyo para Estudios en el Extranjero Fellowship, Mexican Fondo Nacional para la Cultura y las Artes, 2001

**Language & Proficiency** Spanish

**Overseas Experience** Mexico

**Research & Teaching Specializations** Mexican Cultural Studies, Border Studies

**Selected Publications**

2011. *Señales que precederán al fin del mundo*. Cáceres, Spain: Editorial Periférica.

2010. "El Doloroso Coro Mexicano." *La Tempestad*.

2004. *Trabajos del reino*. México: Fondo Editorial Tierra Adentro.

**Latin American-Related Courses Taught in Last 2 years** "Mexican Cultural Studies"; "Recent Spanish American Novel"; "Mexican Cultural Studies"; "Mexican Literature"; "Intro to Latin American Culture"; "Hispanic Cities: Mexico City"

**ROBERT M. HILL, ANTHROPOLOGY**

B.A., University of Pennsylvania, Anthropology, 1974

M.A., University of Pennsylvania, Anthropology, 1976

Ph.D., University of Pennsylvania, Anthropology, 1980

**Academic Experience** Professor, Tulane University, 1997-

Associate Professor, Tulane University, 1994-1997

Associate Professor, University of Texas-San Antonio, 1987-1994

**Related Experience** Director, Tulane University Center for Archaeology, 2005-2011

Chair, Anthropology Department, Tulane University, 2001-2003, 1997-1998

Field Researcher, Eastern Chajoma Project, Guatemala, 1991

**Distinctions** NEH Research Grant, Cakchiquel Chronicles Translation Project, 1997-1998

Fulbright Fellowship, 1991

**Language & Proficiency** Spanish 5

**Overseas Experience** Guatemala

**Research & Teaching Specializations** Guatemala; Cultural Anthropology; Ethnohistory; Late Postclassic and Colonial Highland Maya Society

**Selected Publications**

2012. *Pictograph to Alphabet – and Back: Reconstructing the Pictographic Origins of the Xajil Chronicle*. Transactions of the American Philosophical Society.

2006. *Kaqchikel Chronicles*. With Judith M. Maxwell. Austin: University of Texas Press.

1991. *Colonial Cakchiquels: Highland Maya Adaptations to Colonial Rule, 1600- 1700*. Case Studies in Anthropology Series. New York: Holt, Rinehart, and Winston.

1989. *The Pirir Papers and Other Colonial Period Cakchiquel- Maya Testamentos*. Nashville: Vanderbilt University Publications in Anthropology.

1989. "Social Organization by Decree in Colonial Highland Guatemala." *Ethnohistory*. 36 (2).

1987. *Continuities in Highland Maya Social Organization: Ethnohistory in Sacapulas, Guatemala*. With John Monaghan. Philadelphia: University of Pennsylvania Press.

**Latin American-Related Courses Taught in Last 2 years** Middle American Indians

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**OLIVER HOUCK, LAW**

B.A., Harvard University, English, 1960

J.D., Georgetown Law Center, 1967

**Academic Experience** Professor, Tulane University School of Law, 1986-

Associate Professor, Tulane University School of Law, 1982–1986

Visiting Professor, Tulane University School of Law, 1981-1982

**Related Experience** Director, Environmental Law Program, Tulane University, 1986-

Vice President for Conservation and Education, National Wildlife Federation, Washington, D.C., 1979-81

Assistant United States Attorney, Office of the U.S. Attorney for the District of Columbia, Washington, D.C., 1968-1971

**Distinctions** Excellence in Teaching Award, Graduate School, Tulane University, 2002

Marks Research Award, Tulane University School of Law, 2001, 2002

Felix Frankfurter Distinguished Teaching Award, Tulane University School of Law, 1987

Conservationist of the Year, Louisiana, 1985

**Language & Proficiency** Spanish 4; French 3

**Overseas Experience** Mexico; Cuba

**Research & Teaching Specializations** Environmental and Natural Resources Law; Cuba

**Selected Publications**

2009. *Taking Back Eden*. Island Publishers.

2002. "Unfinished Stories." *Colorado Law Review*.

2002. *The Clean Water Act TMDL Program: Law, Policy and Implementation*. 2nd ed. Washington, D.C.: Environmental Law Institute.

2002. "TMDLs V: Aftershock and Prelude." *Environmental Law Reporter*.

2000. "Environmental Law in Cuba." *Journal of Land Use and Environmental Law*.

1998. "Are Humans Part of Ecosystems?" *Environmental Law*

**Latin American-Related Courses Taught in Last 2 years** Natural Resources Law; Pollution Control Law; Toxics and Hazardous Wastes; Water Resources; Fisheries Management; International Environmental Law

**Number of Dissertations or Theses Supervised in the Past 5 Years** N/A

**HARRY HOWARD, SPANISH & PORTUGUESE**

B.A., University of North Carolina, Interdisciplinary Studies, 1980

M.A., Cornell University, Linguistics, 1988

Ph.D., Cornell University, Linguistics, 1993

**Academic Experience** Associate Professor, Tulane University, 1998-

Assistant Professor, Tulane University, 1991-1998

**Related Experience** Chair, Student Academic Judiciary Committee, 2006

Undergraduate Spanish Major and Minor Advisor, 2006

Associate Chair, Department of Spanish & Portuguese, Tulane University, 1999-2000

**Distinctions** BORSF-ENH-029HUM Grant, "Innovation, Immersion, and Integration: The Future of Foreign Language Studies at Tulane," 2000-2001

Culpepper Grant, Tulane University, 2000

Mellon Fellowship for summer research in Latin America, 1999, 1998, 1996, 1995, 1994, 1993

**Language & Proficiency** Spanish 5; French 3; Portuguese 3; Maya-Kaqchikel 1; Yoruba 1; Hungarian 1; German 3;

**Overseas Experience** Spain

**Research & Teaching Specializations** Language; Neuromimetic Modeling of Linguistics and Allied Phenomena

**Selected Publications**

2007. "Sparseness and Entropy in Semantic Change: Precedents from Early Vision." *International Journal of English Studies*. 7 (1):17-34.

2006. "Simulated evolution of a radial category for the diminutive." In *Language, Mind, and the Lexicon*. Ibarretxe-Antuñano, et al., eds. Hamburg: Peter Lang.

2004. *Connectionist semantics: An artificial neural network approach to coordinators, quantifiers, and collective predicates*. New York: Elsevier Scientific.

2004. "Four challenges for cognitive neuroscience and the cortico-hippocampal division of memory." *Behavioral and Brain Sciences*. 27: 681-2.

2001. "Entropic vs. negentropic causation." In *Linguagem e Cognição: A perspectiva da Linguística Cognitiva*. Augusto Soares da Silva, ed. Brazil: Associação Portuguesa de Linguística.

**Latin American-Related Courses Taught in Last 2 years**

Hispanic Bilingualism (with SL); Advanced Spanish Grammar and Composition; Spanish Phonetics and Phonology; Iberoamerican Dialectology; Spanglish

**Number of Dissertations or Theses Supervised in the Past 5 Years** 0

**JAMES D. HUCK JR., STONE CENTER FOR LATIN AMERICAN STUDIES**

B.S.F.S., Georgetown University, International Affairs, 1990

M.A., Tulane University, Latin American Studies, 1993

Ph.D., Tulane University, Latin American Studies, 1997

**Academic Experience** Administrative Assistant Professor, Tulane University, 2003-

Visiting Assistant Professor, Tulane University, 2001-2003

Assistant Professor, Albright College, 1998-2000

**Related Experience** Graduate Advisor, Stone Center for Latin American Studies, Tulane University, 2001-

Director of the Johnson Center for Latin American Studies, Albright College, 1998-2000

Executive Committee Member, Consortium of Latin American Studies Program (CLASP), 1998-2001

Newsletter Co-Editor/ Executive Council Member, Middle Atlantic Council of Latin American Studies, 1999-

**Distinctions** Simon Rodriguez Award, Best Undergraduate Teacher in Latin American Studies, Tulane University, 2002

John H. Stibbs Award for Best Undergraduate Teacher, Tulane University Associated Student Body, 1998

**Language & Proficiency** Spanish 5; Portuguese 2

**Overseas Experience** Mexico; Costa Rica

**Research & Teaching Specializations** Contemporary Mexican Foreign Policy; General Latin American International Relations; Latin American Diplomatic History

**Selected Publications**

2002. "Nationalism." In *Mexico and the United States*. Lee Stacy, editor. New York: Marshall Cavendish Corp.

1999. "Palma Guillén, Mexico's First Female Ambassador and the International Image of Mexico's Post-Revolutionary Gender Policy." *MACLAS: Latin American Essays*. 13: 159-171.

**Latin American-Related Courses Taught in Last 2 years** Latin American Studies Core Seminar (Graduate); Latin American Studies Core Seminar (Undergraduate); Introduction to Latin American Studies; Mexican Politics; Latin American International Relations

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**MARTHA K. HUGGINS, SOCIOLOGY**

B.A., California State University, Sociology, 1967

M.A., Arizona State University, Sociology, 1973

Ph.D., University of New Hampshire, Sociology, 1981

**Academic Experience** Professor, Tulane University, 2003-

Professor, Union College, 1989-2003

Visiting Scholar, Netherlands School of Human Rights Research, 2001

Visiting Professor, University of Brasilia, Brazil, 1993

Assistant/ Associate Professor, Union College, 1979-1989

**Related Experience** Executive Committee, Brazilian Studies Association, 2001-2004

President, International Sociological Association Research Section on Deviance and Social Control, 1998-2002

Fulbright Awards Discipline Advisory Committee in Criminology, 1994-1997

**Distinctions** Charles A. and Leo M. Favrot Professor of Human Relations, Tulane University, 2003-

NECLAS and Division of International Criminology Best Book prizes for "Violence Workers: Police Torturers and Murderers Reconstruct Brazilian Atrocities"

Michael J. Hindelang and the NECLAS Best Book prizes for "Political Policing: The United States and Latin America"

Fulbright Fellowships, 1991, 1981

**Language & Proficiency** Portuguese 5; Spanish 3

**Overseas Experience** Brazil; Colombia

**Research & Teaching Specializations** Brazil; Political Policing; Torture and Violence; Urban Sociology

**Selected Publications**

2012. "Uma Aliança Notória de Torture." *Revista Anestesia: Política e Justiça de Transição*, vol. 5; Pp. 194-209.

2008. *Women Fielding Danger: Negotiating Ethnographic Identities in Field Research*. Editor with Marie-Louise Glebbeek. Boulder, CO: Rowan and Littlefield Publishers.

2002. *Violence Workers: Brazilian Torturers and Murderers Reconstruct Atrocities*. With Mika Haritos-Fatouros and Philip Zimbardo. Berkeley: University of California Press.

1998. *Political Policing: The United States and Latin America*. Durham: Duke University Press.

1991. *Vigilantism and the State in Modern Latin America: Essays of Extra-legal Violence*. Editor. Westport, CT: Praeger.

1984. *From Slavery to Vagrancy in Brazil: Crime and Social Control in the Third World*. New Brunswick: Rutgers University Press.

**Latin American-Related Courses Taught in Last 2 years** Political Policing; Gangs, Gangsters and Organized Crime; Ethnographies of Crime; Marginality and the Other: A Sociology of Persecution and State-Making; Brazil: More than Beaches and Bikinis

**Number of Dissertations or Theses Supervised in the Past 5 Years** 9

**ANA IGLESIAS, BUSINESS**

B.S., Paulista University, Computer Science, 1994

M.S., Mackenzie Presbyterian University, Business Administration, 2002

Ph.D., Georgia State University, Business Administration, 2010

**Academic Experience** Assistant Professor, Tulane University, 2010-

**Related Experience** Faculty Advisor, Women in Business Student Organization, 2012-

Latin America PhD Program Committee, A.B. Freeman School of Business, 2012-

Studies in Management Committee, A.B. Freeman School of Business, 2010-

Vice-President, J. Mack Robinson College of Business Doctoral Fellows Group, 2006-2008

Ad hoc reviewer, Academy of Management Conference, 2007-2010

Session Chair, Industry Dynamics: Multi-Market Competition, Academy of Management Conference, 2009

Ambassador, Atlanta Competitive Advantage Conference, 2005-2009

Project Manager, Dresdner Bank, 1999-2003

**Distinctions** Newcomb Fellow, 2012-

Finalist, INFORMS Organization Science Dissertation Proposal Competition, 2009

Nominee, Strategic Management Society Best Conference Paper Award, 2008

Invited Participant, BPS Doctoral Dissertation Consortium, Strategic Management Society, 2008

**Language & Proficiency** Portuguese

**Research & Teaching Specializations** Competitive dynamics and multi-market competition; Strategic decision making; Top management teams; Female entrepreneurship

**Selected Publications**

Forthcoming. "To forbear or not to forbear? Integrating behavioral perspectives of multimarket competition." With Bogner, W.C. and Grace, M.F. *Management Science*.

Forthcoming. "What markets do firms enter? The interplay of the resource-based and multimarket logics." With Maksimov, V., Cannella A., and Yu, T. *Strategic Management Journal*.

## **SUYAPA INGLÉS, STONE CENTER FOR LATIN AMERICAN STUDIES**

H.S., Annunciation, Business Courses, 1965

**Academic Experience** Assistant Director of Administration, Stone Center, Tulane University, 2000-

Assistant Director, Stone Center for Latin American Studies, Tulane University, 1991-2000

Administrative Assistant, Tulane University Administrative Services, 1981-1991

**Distinctions** President's Award for Distinguished Service, Tulane University, 2004

Liberal Arts & Sciences Staff of the Year Award, Tulane University, 1997

**Language & Proficiency** Spanish 5

**Overseas Experience** Honduras; Mexico

### **Key Responsibilities**

- Full accountability for all administrative operations including financial management, human resource management, property, equipment, facilities administration, information and technology management.
- Management of daily operations of the Stone Center. Responsible for initiating, overseeing and approving all personnel matters.
- Work closely with the Executive Director, Center Staff and University Administrators in the development, preparation and implementation of institutional operational budgets and long-range fiscal plans of the Stone Center.
- Supervise budget and finances of the Stone Center, insuring that transactions conform to University, donor, foundation and agency guidelines.
- Initiate and approve all payments and reimbursements, honoraria and purchases of the Stone Center.

## **KATHARINE JACK, ANTHROPOLOGY**

B.S., University of Calgary, Physical Anthropology, 1992

M.A., University of Calgary, Physical Anthropology (Primatology), 1995

Ph.D., Physical Anthropology (Primatology), University of Alberta, 2001

**Academic Experience** Associate Professor, Tulane University, 2009-

Assistant Professor, Tulane University, 2003-2009

**Related Experience** Reviewer for the American Journal of Primatology, Folia Primatologica, American Journal of Physical Anthropology, Behaviour, Current Biology, Primates, Environmental Anthropology, the Leakey Foundation, and Primate Conservation Incorporated

Principal Investigator, MHCs, mate choice and dispersal decisions in wild *Cebus capucinus*, Santa Rosa National Park, Costa Rica, 2011-

Co-Principal Investigator/Co-Director, on-going study (began in 1983) of the life history, behavioral ecology, and conservation biology of white-face capuchins in Santa Rosa National Park, Costa Rica, 2004

Co-Principal Investigator, Life history and behavioral ecology of male white-faced capuchins in Santa Rosa National Park, Costa Rica, 2005-

**Distinctions** Leakey Foundation Grant, 2010-2013

Margot Marsh Biodiversity Foundation Grant, Conservation International, 2003-2004

National Geographic Conservation Trust Grant, 2003-2004, 2004-2006

National Geographic Society Research Grant, 1998-2001

**Language & Proficiency** Spanish 4; French 2

**Overseas Experience** Ecuador; Costa Rica

**Research & Teaching Specializations** Physical Anthropology; Primatology; Primate Behavioral ecology and conservation, Costa Rica

### **Selected Publications**

2014. Jack KM, Schoof VA, Sheller CR, Rich CR, Kligelhofer PP, Fedigan LM, and Ziegler TE. "Hormonal correlates of male life history stages in wild white-faced capuchin monkeys (*Cebus capucinus*)."  
*General and Comparative Endocrinology*, 195: 58-67.
2013. Schoof VM and Jack KM. "The association of intergroup encounters, dominance status and fecal androgen and glucocorticoid profiles in wild male white-faced capuchins (*Cebus capucinus*)."  
*American Journal of Primatology* 75: 107-115.
2012. Jack KM and Campos FA. "Distribution, abundance and spatial ecology of the critically endangered Ecuadorian capuchin (*Cebus albifrons aequatrolis*)."  
*Tropical Conservation Science*, 5(2): 173-191.
2012. Jack KM, Sheller CR and Fedigan LM. "Social factors influencing natal dispersal in male white-faced capuchins (*Cebus capucinus*)."  
*American Journal of Primatology* 74: 359-365.
2011. Schoof VM, Jack KM and Carnegie SD. "Rise to power: A case study of male fecal androgen and cortisol levels before and after non-aggressive rank change in a group of wild white-faced capuchins (*Cebus capucinus*)."  
*Folia Primatologica* 82: 299-307.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**KELLY JONES, CENTER FOR INTER-AMERICAN POLICY & RESEARCH**

B.A., Tulane University, Political Science, 2011

M.S., Tulane University, International Development, 2014

**Related Experience**

Program Coordinator, Center for Inter-American Policy and Research, Tulane University, 2012-

Director of Human Resources, Global Staffing Solutions, 2011-2012

**Language & Proficiency** Spanish 3

**Overseas Experience** Chile, Nepal

**Key Responsibilities**

- Responsible for daily operations including budgets and payment of invoices
- Work closely with experts in the fields of politics, economics and development to invite them to Tulane to speak on their publications and research
- Coordinate visits of those academic professionals to Tulane for seminars, including lodging and flight logistics

**M. CASEY KANE LOVE, POLITICAL SCIENCE**

B.A., Tulane University, 1997

M.A., Tulane University, Latin American Studies, 2000

Ph.D., Tulane University, Political Science, 2005

**Academic Experience** Senior Professor of Practice, Tulane University, 2013-

Professor of Practice, Tulane University, 2007-2013

Visiting Assistant Professor, Tulane University, 2005-2007

**Related Experience** Co-Director, Altman Program in International Studies and Business, 2011-

Coordinator, Public Service Internship Program, Department of Political Science, 2007-

Professor-in-Charge, Tulane Summer Guadalajara Program, 2002-2003

**Distinctions** The Barbara E. Moely Service Learning Teaching Award, 2013

Simon Rodriguez Award for Best Undergraduate Teacher, Stone Center for Latin American Studies, 2012

Andrew W. Mellon Foundation Fellowship, 2002-2003

**Language & Proficiency** Spanish 4; Portuguese 2

**Overseas Experience** Mexico; Brazil; Dominican Republic

**Research & Teaching Specializations** U.S.-Latin American Relations; Mexican Politics; Latin American Politics; Immigration; International Relations; Comparative Politics

**Latin American-Related Courses Taught in Last 2 years** Latin American International Relations; Mexican Politics; Politics of Immigration; Introduction to Globalization

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2



**JORDAN KARUBIAN, ECOLOGY & EVOLUTIONARY BIOLOGY**

B.S., University of California, San Diego, Ecology, 1993

M.S., University of Chicago, Ecology and Evolution, 1997

Ph.D., University of Chicago, Ecology and Evolution, 2001

**Academic Experience** Assistant Professor, Tulane University, 2010-

Instructor, University of California, Los Angeles, 2007-2009

Teaching Assistant, University of Chicago, 1996-2001

Teaching Assistant, University of California, San Diego, 1993

**Related Experience** Associate Researcher, University of California, Los Angeles, Institute for the Environment, 2007-

Latin America Director, University of California, Los Angeles, Center for Tropical Research at the Institute of the Environment, 2002-

Assistant Researcher, University of California, Los Angeles, 2004-2007

Reviewer, *Auk*, *Behavioral Ecology*, *Behavioral Ecology and Sociobiology*, *Condor*, *Cotinga*, *Emu*, *Evolution*, *Journal of Avian Biology*, *Journal of Field Ornithology*, *Wilson Journal of Ornithology*

**Distinctions** *Kylene and Brad Beers Professorship in Social Entrepreneurship*, Tulane University, 2012-2015

Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, 2012

International Research Fellow, National Science Foundation, 2004-2006

Fulbright Fellow, Ecuador, 2003

Research Fellow, Wildlife Conservation Society and National Geographic Society, 2003

**Language & Proficiency** Spanish 5; Portuguese 3

**Overseas Experience** Ecuador; Brazil; Costa Rica; Mexico

**Research & Teaching Specializations** Tropical Research; Animal Behavior; Conservation; Ecology; Evolution; Ornithology; Ecuador

**Selected Publications**

2013. "Amphibian diversity and species composition in relation to habitat disturbances in the Mache-Chindul Reserve, northwest Ecuador." With G.F.M. Jongsma, R. Hedley, and R. Durães. *Herpetologica* 70: 34-46.

2012. "Using alpha, beta, and gamma diversity to characterize seed dispersal by animal social behavior matters." With D.G. Scofield, P.E. Smouse, and V.L. Sork. *American Naturalist* 180 (6): 719-732. Doi: 10.1086/668202.

2009. "Effects of seed dispersal on patterns of seed movement and deposition." With R. Durães. *Oecologia Brasiliensis* 13: 45-57.

2008. "The effects of delayed plumage maturation on aggression and survival in male red-backed fairy-wrens." With Sillett TS and Webster MS. *Behavioral Ecology*. 19 (3): 508-516.

2008. "Home range and habitat preferences of the Banded Ground-cuckoo *Neomorphus radiolus*." With Carrasco L. *Wilson Journal of Ornithology*. 120: 205-209.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 8

**EAMON M. KELLY, PAYSON CENTER**

B.S., Fordham University, 1958

M.S., Columbia University, 1960

Ph.D., Columbia University, Economics, 1965

**Academic Experience** Director of Academic Programs, Payson Center, Tulane University, 1998-2010

Professor, Tulane University, 1996-

Assistant Professor, The Pennsylvania State University, 1965-1968

**Related Experience** Chairman of the Board, National Science Foundation, 1998-2002

President, Tulane University, 1981- 1998

Executive Vice-President, Tulane University, 1979-1981

Officer-in-Charge, Program Related Investments, Ford Foundation, 1974-1979

Officer-in-Charge, Office of Social Development, Ford Foundation, 1969-1974

**Distinctions** Honorary Doctor of Human Letters, Jackson State University

Honorary Doctor of Human Letters, Xavier University

Caring Citizen for the Humanities Award, International Council for Caring Communities, 1999

Southern Dominican Province St. Martin DePorres Social Justice Award, 1998

National Arts Club Centennial Medal for Contributions to Education and Humanity, 1998

Louisiana NAACP State Conference Distinguished Service Award, 1997

Chevalier dans l'Ordre des Palmes Academiques Award, 1990

**Language & Proficiency** Spanish 5

**Research & Teaching Specializations** Latin America; Africa; Planning and Development; International Development

**Latin American-Related Courses Taught in Last 2 years** Introduction to International Development; Leadership in the Developing World

**Number of Dissertations or Theses Supervised in the Past 5 years** 20

**CARL KENDALL, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES**

B.A., Swarthmore College, Anthropology, 1969

M.A., University of Rochester, Anthropology, 1972

Ph.D., University of Rochester, Anthropology, 1974

**Academic Experience** Professor and Acting Chair, Department of Global Community Health and Behavioral Sciences, 2011-2012

Senior Professor, Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq), 2006-

Professor, Tulane University, 2000-

**Related Experience** Principal Investigator, Tulane-Federal University of Ceará Ciências sem Fronteiras, "Inquérito Nacional de Saúde na População Penitenciária Feminina e de Servidores Prisionais"

**Language & Proficiency** Spanish 5; French 3; Portuguese 3

**Overseas Experience** Honduras ; Guatemala ; Peru ; Bolivia ; Colombia ; Mexico ; Dominican Republic ; Brazil ; Cuba

**Research & Teaching Specializations** Brazil; Haiti; Medical Anthropology; Monitoring and Evaluation; Research Methods; Health Disparities; HIV/AIDS; Leprosy

**Selected Publications**

2013. "A pesquisa qualitativa em saúde." With Kerr, Ligia. *Revista Rene* 14: 1061-1063.

2013. "HIV among MSM in a large middle-income country." With Kerr LR, Mota RS, Pinho Ade A, Mello MB, Guimarães MD, Dourado I, de Brito AM, Benzaken A, McFarland W, Rutherford G; HIVMSM Surveillance Group. *AIDS* 27(3): 427-435.

2012. "Mycobacterium leprae in six-banded (*Euphractus sexcinctus*) and nine-banded armadillos (*Dasypus novemcinctus*) in northeast Brazil." With Frota, C.C., Lima, L.N., et al. *Memórias do Instituto Oswaldo Cruz*. 107 (Suppl 1): 209-213.

2012. "Sociodemographic factors and health in a population of children living in families infected with HIV in Fortaleza and Salvador, Brazil." With Cavalcante, M.S., Kerr, L.R.F.S., et al. *Aids Care* 10/15/2012. DOI: 10.1080/09540121.2012.726343

2012. "Travestis, an unexplored population at risk of HIV in a large metropolis of northeast Brazil: a respondent driven sampling survey." With Martins, T.A., Kerr, L.R., et al. *Aids Care* 10/19/2012; DOI:10.1080/09540121.2012.726342

**Latin American-Related Courses Taught in Last 2 years** GCHB 6130 Formal Qualitative Methods; GCHB 7160 Biological & Behavioral Surveillance in Hard to Reach Populations Using Respondent-Driven Sampling (RDS)

**Number of Dissertations or Theses Supervised in the Past 5 Years** 12

**THOMAS A. KLINGLER, FRENCH & ITALIAN**

B.A., Manchester College, French, 1983

M.A., Indiana University, French Linguistics, 1986

M.A., Indiana University, General Linguistics, 1988

Ph.D., Indiana University, French Linguistics, 1992

**Academic Experience** Associate Professor, Tulane University, 1998-

Assistant Professor, Tulane University, 1992-1998

**Related Experience** Director of Graduate Studies, Department of French and Italian, Tulane University, 2000-2003

President, CODOFIL Consortium of Louisiana Universities and Colleges, 2002-2003

Reviewer, National Science Foundation, 1999

**Distinctions** Named *Chevalier dans l'Ordre des Palmes Académic* (Knight in the Order of the Academic Palmes) by the French Minister of Education, 2013

National Endowment for the Humanities Research Fellowship, 2004-2005

**Language & Proficiency** French 5; German 4; Creole 4; Haitian Creole 2

**Overseas Experience** Lesser Antilles ; France ; Haiti

**Research & Teaching Specializations** Louisiana; Haiti; Language/Linguistics; Creole Languages and Cultures

**Selected Publications**

2013. "Louisiana Creole." With Ingrid Neumann-Holzschuh. In *The Survey of Pidgin and Creole Languages, vol II, Portuguese-based, Spanish-based, and French-based languages*. Susanne Maria Michaelis, Philippe Maurer, Martin Haspelmath, and Magnus Huber, eds. Oxford: Oxford University Press. 229-240.

2013. *Le Bijou sur le Bayou Teche/The Jewel on the Bayou Teche*. With students in FREN 4110/6110 Field Research on French in Louisiana. A documentary of language and culture along Louisiana's Bayou Teche. Planck Institute for Evolutionary Anthropology.

2009. *Dictionary of Louisiana French as Spoken in Cajun, Creole, and American Indian Communities*. With Albert Valdman, et al. Jackson: University Press of Mississippi.

2003. *"If I Could Turn my Tongue Like That": The Creole of Pointe Coupee Parish, Louisiana*. Baton Rouge: Louisiana State University Press.

**Latin American-Related Courses Taught in Last 2 years** French Around the World; Pidgin and Creole Languages

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**KRIS LANE, HISTORY**

B.A., University of Colorado-Boulder, History & Latin American Studies, 1991

Ph.D., University of Minnesota, History, 1996

**Academic Experience** France Vinton Scholes Chair in Colonial Latin American History, Tulane University, 2011-  
Professor, College of William & Mary, 1997-2011

**Related Experience** Editorial Board, *Fronteras de la Historia*, 2010-

General Editor, *Colonial Latin American Review*, 2010-

President, Forum on European Expansion and Global Interaction (FEEGI), 2006-2008

**Distinctions** Mellon Research Fellowship, Huntington Library, 2011

Edwin Lieuwen Memorial Prize for Teaching, Rocky Mountain Council of Latin American Studies, 2005

Fulbright Lecture/Research Fellowship (Bogotá, Colombia), Fall 2005

**Language & Proficiency** Spanish; Portuguese; Quechua

**Overseas Experience** Andes; Southern Cone; Iberia

**Research & Teaching Specializations** Andes; South America

**Selected Publications**

2012. *Latin America in Colonial Times*. With Matthew Restall. Cambridge.

2012. *Crossroads & Cultures*. With Bonnie Smith, et al. Bedford/St. Martin's.

2011. "Gone Platinum: Contraband and Chemistry in Eighteenth-Century Colombia," *Colonial Latin American Review* 20:1  
(April 2011): 61-79.

2010. *Colour of Paradise: The Emerald in the Age of Gunpowder Empires*. Yale. .

2002. *Quito 1599: City and Colony in Transition*. New Mexico.

**Latin American-Related Courses Taught in Last 2 Years** Commodity Chains in Latin America; Mining the Americas;  
Colonial Latin American Historiography; Colonial Latin American survey; Three Latin American Cities

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**AMALIA LEGUIZMON, SOCIOLOGY**

B.A., McKendree College, Sociology, 2004

M.A., Queens College, CUNY, Sociology, 2009

M.Phil., The Graduate Center, CUNY, Sociology, 2010

Ph.D., The Graduate Center, CUNY, Sociology, 2014

**Academic Experience** Assistant Professor, Tulane University, 2014-

Adjunct Lecturer, Brooklyn College, CUNY, 2013-2014

**Distinctions** Graduate Center Dissertation Fellowship, CUNY, 2012-2013

Doctoral Research Grant, Graduate Center, CUNY, 2010, 2012

**Language & Proficiency** Spanish 5; French 4; Italian 2, Portuguese 2

**Overseas Experience** Argentina;

**Research & Teaching Specializations** Environmental Sociology; Food studies; Collective Behavior/Social Movement;  
Development

**Selected Publications**

2013. "Modifying Argentina: GM Soy and Socio-Environmental Change. *Geoforum*. DOI: 10.1016/j.geoforum.2013.04.001.

2013. "Freedom of Speech in Collectivist Cultures: Cross-Cultural Analysis of Attitudes in Argentina, China, Japan, Nigeria,  
Qatar, and Turkey." Co-authored with William Haskins and Xiaohui Pan. *International Journal of Diversity in  
Organisations, Communities and Nations* (5): 91-100.

**Latin American-Related Courses Taught in Last 2 years** Introduction to Urban Sustainability, Social Change in Latin  
America and the Caribbean

**PAUL H. LEWIS, POLITICAL SCIENCE**

A.B., University of Florida, Political Science, 1960

Ph.D., University of North Carolina, Political Science, 1963

**Academic Experience** Professor, Tulane University, 1981-

Associate Professor, Tulane University, 1972-1981

**Related Experience** Board of Directors, National Association of Scholars, 1992-

President, Louisiana Association of Scholars, 1991-1996

Continuing Education, Handbook of Latin American Studies, Library of Congress, Hispanic Division, 1990-

Chair, Department of Political Science, Tulane University, 1990-1993

**Distinctions** Organization of American States Summer Research Grant, 1987

Tulane University Council on Research Summer Grant, 1986

Fulbright-Hays Fellowship, 1968-1969

Social Science Research Council Summer Grant, 1968

Fulbright-Hays Fellowship, 1964

**Language & Proficiency** Spanish 5; French 5

**Overseas Experience** Argentina ; Paraguay ; Brazil

**Research & Teaching Specializations** Southern Cone; Political Science; Argentine and Paraguayan Political Systems

**Selected Publications**

2002. *Latin Fascist Elites: The Mussolini, Franco, and Salazar Regimes*. Westport, CT: Praeger.

2002. *Guerrillas and Generals: The "Dirty War" in Argentina*. Westport, CT: Greenwood Press.

1993. *Political Parties and Generations in Paraguay's Liberal Era, 1869-1940*. Chapel Hill: University of North Carolina Press.

1990. *The Crisis of Argentine Capitalism*. Chapel Hill: University of North Carolina Press.

1982. *Socialism, Liberalism, and Dictatorship in Paraguay*. Stanford and New York: The Hoover Institution and F.A. Praeger.

**Latin American-Related Courses Taught in Last 2 years**

Latin American Governments, Government and Politics of the Southern Cone, The Right and Left in Latin America

**JANA LIPMAN, HISTORY**

B.A., Brown University, History, 1996.

M.A., Yale University, History, 2001

M.Phil., Yale University, History, 2003.

Ph.D., Yale University, History, 2006

**Academic Experience** Assistant Professor, Tulane University, 2008-

Assistant Professor, St. Joseph's College, 2006-2008

**Related Experience** Advisor, Guantanamo Public Memory Project, 2011-

US Peace Corps, St. Lucia, Eastern Caribbean, 1996-1998

**Distinctions** Constance Rourke Essay Prize for the best article published in *American Quarterly* 2012, 2013

Gerald R. Ford Presidential Foundation Research Travel Grant, 2011

General and Mrs. Matthew B. Ridgway Military History Research Grant, US Army Military History Institute, 2010

**Language & Proficiency** Spanish 4; French 3; Creole 1

**Overseas Experience** Cuba ; Jamaica ; Lesser Antilles

**Research & Teaching Specializations** U.S. Foreign Relations; History of Empire; Cuba; Caribbean

**Selected Publications**

2014. "A Refugee Camp in America; Fort Chaffee and Vietnamese and Cuban Refugees, 1975-1982," *Journal of American Ethnic History*.

2009. *Guantánamo: A Working-Class History between Empire and Revolution*. Berkeley, CA: U of California Press.

2009. "Guantánamo and the Case of Kid Chicle: Labor, Privatization, and the Law in the Expansion of US Empire." In *Transitions and Transformations in the US Imperial State*. Alfred McCoy and Francisco Scarano, eds. Madison, WI: University of Wisconsin.

2008. "Buenos Vecinos", Ciudadanos y Súbditos: Nacionalidad y Competencia Laboral en la Base Naval de Estados Unidos en Guantánamo." Trans. Rolando García Milián. In *Memorias del VII Taller Internacional de Problemas Teóricos y Prácticos de la Historia Regional y Local (Urbana)*. La Habana, Cuba-Chapingo, Mexico: Instituto de Historia de Cuba, Universidad de Chapingo.

**Latin American-Related Courses Taught in Last 2 years** US Empire Since 1898; US Foreign Relations Since World War II; US Foreign Relations before World War II; US Labor and Migration in the 20th Century; US Immigration

**Number of Dissertations or Theses Supervised in the Past 5 Years** 1

**ANA M. LÓPEZ, COMMUNICATION**

B.A., Queens College, Accounting, 1978

M.A., University of Iowa, Communication and Theater Arts, 1982

Ph.D., University of Iowa, Communication Studies, 1986

**Academic Experience** Professor, Tulane University

Associate Professor, Tulane University

Assistant Professor, Tulane University

**Related Experience** Associate Provost, Office of Academic Affairs, Tulane University, 2001–

Director, Cuban and Caribbean Studies Institute, Tulane University, 2000–

Co-editor, *South*, an electronic Journal of Latin American Cultural Studies, 1996–2000

Director, Film Studies Program, Tulane University, 1988–2001

**Distinctions** Fulbright Fellowship, 1989

**Language & Proficiency** Spanish 5; Portuguese 5; French 5

**Overseas Experience** Cuba ; Brazil ; Mexico ; Dominican Republic ; Argentina ; Colombia

**Research & Teaching Specializations** Latin America; Mass Communication; Latin American Film; Cultural Studies, Popular Culture

**Selected Publications**

2014. "A Poetics of the Trace." In *New Documentaries in Latin America*. Vinicius Navarro and Juan Carlos Rodríguez, eds. London: Palgrave.

2012 *Hollywood, Nuestra América y los Latinos*. Havana: Ediciones Unión.

2011 "Geographical Imaginaries," *Studies in Hispanic Cinemas*. 7-1: 3-8

2010. "La Hacienda y el Cabaret: Musical Spaces of the Classical Mexican Cinema." In *The International Film Musical*. Corey Creekmuier and Linda Mokdad, eds. University of Edinburgh Press.

2009. "Before the Industry: Orol, Bohr and Peon." In *Latsploitation: Exploitation Cinema and Latin America*. Victoria Ruetalo and Dolores Tierney, eds. London: Routledge.

**Latin American-Related Courses Taught in Last 2 years** Latin American Cinema, Cuban Culture and Society, Culture and Society in the Dominican Republic.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 9

**NORA LUSTIG, ECONOMICS**

B.A., University of California-Berkeley, Economics, 1972

M.A., University of California-Berkeley, Economics, 1974

Ph.D., University of California-Berkeley, 1979

**Academic Experience** Samuel Z. Stone Professor of Latin American Economics, Tulane University, 2009–

J.B. and Maurice C. Shapiro Visiting Professor of International Affairs, George Washington University, 2008

Professor, Universidad de las Américas, 2001–2005

Senior Fellow, Brookings Institution, 1989–1997

**Related Experience** Director, Commitment to Equity (CEQ), 2009–

Director, The Poverty Group, UNDP, New York, 2006–2007

President, Universidad de las Américas, 2001–2005

**Distinctions** Tulane University School of Liberal Arts Outstanding Research Award, May 2012

Founding member and President, LACEA (Latin America and the Caribbean Economic Association), 1999–2000

**Language & Proficiency** Spanish 5; French 2; German 2; Portuguese 2

**Overseas Experience** Mexico

**Research & Teaching Specializations** Development Economics; Poverty and Income Distribution; Social Policies and Protection; Globalization; Mexico

**Selected Publications**

2014. "Social Spending and Income Redistribution in Argentina in the 2000s: the Rising Role of Noncontributory Pensions." In *Public Finance Review* 42(3).

2014. "Social Spending, Taxes, and Income Redistributions in Uruguay." In "Fiscal Policy, Poverty and Redistribution in Latin America. Special Issue." In *Public Finance Review* 42(3).

2012. "Decline Inequality in Latin America: Some Economics, Some Politics." Chapter in Peter Kingstone and Deborah Yasher, eds., *Routledge Handbook of Latin American Politics*. With Nancy Birdsall and Darryl McLeod.

2011. "The Power of Protest: Occupy Wall Street and the Chilean Student Movement." Chapter in Jane Byrne, ed., *The Occupy Handbook*. With Alejandra Mizala and Eduardo Silva. Little, Brown and Company, New York.

2011. "Multidimensional indices of achievements and poverty: what do we gain and what do we lose? An introduction to JOEI Forum on multidimensional poverty." In *Journal of Economic Inequality*, 9(2): 227–234. .

**Latin American-Related Courses Taught in Last 2 years** Inequality and Poverty in Latin America, Economic Development Policy, Economic Development

**Number of Dissertations or Theses Supervised in the Past 5 Years** 10

**COLIN M. MACLACHLAN, HISTORY**

A.B., University of the Americas, Latin American Studies, 1959

M.A., Long Island University, United States History, 1962

Ph.D., University of California-Los Angeles, Latin American History, 1969

**Academic Experience** Professor, Tulane University, 1988-

Associate Professor, Tulane University, 1975-1988

Associate Professor, California State University-Long Beach, 1974-1975

Assistant Professor, California State University-Long Beach, 1969-1974

**Related Experience** Series Co-editor, World Series, Scholarly Resources, 1999-

Series Co-editor, Jaguar Books on Latin America, Scholarly Resources, 1991-

Editorial Board, Mexican Studies, 1989-

**Distinctions** John Christy Barr Distinguished Professorship, Tulane University, 1999-

**Language & Proficiency** Spanish 4; Portuguese 4

**Overseas Experience** Mexico ; Brazil ; Portugal

**Research & Teaching Specializations** Mexico; Brazil; Environment/Ecology

**Selected Publications**

Forthcoming 2010. *Mexico's Crucial Century, 1810-1911*. With William H. Beezley. Lincoln, NE: University of Nebraska Press.

2009. *Mexicans in Revolution, 1910-1946*. With William H. Beezley. Lincoln, NE: University of Nebraska Press.

2006. *Argentina: What Went Wrong*. Westport, Conn. : Praeger Publishers.

2004. *El Gran Pueblo: A History of Greater Mexico. 3rd ed.* With William H. Beezley. Upper Saddle River, N.J. : Prentice Hall.

2003. *A History of Modern Brazil: The Past Against the Future*. Wilmington, DE: Scholarly Resources.

**Latin American-Related Courses Taught in Last 2 years** Modern Mexico; Modern Brazil; Inventing Argentina; Seminar on Modern Latin America

**Number of Dissertations or Theses Supervised in the Past 5 Years** 6

**JUDITH MAXWELL, ANTHROPOLOGY**

B.A., Michigan State University, TESOL, 1970

M.A., Michigan State University, Linguistics, 1976

Ph.D., University of Chicago, Anthropology and Linguistics, 1982

**Academic Experience** Professor, Tulane University, 2007-

Associate Professor, Tulane University, 1990-2007

Assistant Professor, Tulane University, 1984-1990

**Related Experience** Consultant for Ministry of Education, Guatemala, 2003, 2009

Editor-in-Chief, Linguistic Atlas of El Salvador, Universidad Centroamericana, El Salvador, 1978-1980

**Distinctions** Fulbright Fellowship, Guatemala, 2009-2010

Weiss Award for Excellence in Teaching, 2009

Foundation for the Advancement of Mesoamerican Studies Grant, "Kaqchikel sacred sites ethnolinguistic study," 2006

Mesoamerican Ethnohistory Fund Grant, "Survey of sacred sites in the Iximche' area of Guatemala," 2004, 2005

**Language & Proficiency** Spanish 5; Maya-Kaqchikel 5; Nahuatl 4; Maya-Chuj 3; Maya-Yucatec 3; Maya-O'anjob'al 2; Maya-K'ichee' 2; Maya-Ixil 2; French 4; German 1

**Overseas Experience** Guatemala; Mexico; Colombia; El Salvador; Honduras; Costa Rica; Dominican Republic

**Research & Teaching Specializations** Language/Linguistics; Nahuatl (Classical and Modern); Kaqchikel Maya Linguistics and Culture; Bilingual/Intercultural Education; Discourse Analysis; Language and Power; Language and Gender

**Selected Publications**

2012. "Memory, remembering and the construction of truth among Maya groups in Highland Guatemala." In *Comparative Studies in Mesoamerican Systems of Remembrance*. Amos Megged and Stephanie Wood, eds. Norman: University of Oklahoma Press.

2006. *¿La ütz awäch? Introduction to Kaqchikel Maya Language*. With R. McKenna Brown and Walter E. Little. Austin: University of Texas Press.

2006. *Kaqchikel Chronicles: The Definitive Edition*. With Robert M. Hill II. Austin: University of Texas Press.

2006. *¿La ütz awäch?: Intro to Kaqchikel Maya Language*. With R.M. Brown and W.E. Little. Austin: U of Texas P.

**Latin American-Related Courses Taught in Last 2 years** Language & Gender; Language and Culture; Beginning, Intermediate, & Advanced Kaqchikel; Kaqchikel Chronicles

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

**VICKI A. MAYER, COMMUNICATION**

B.A., Brown University, Independent Major, 1993

M.A., University of California-San Diego, Communication, 1997

Ph.D., University of California-San Diego, Communication, 2000

**Academic Experience** Professor, Tulane University, 2012-

Associate Professor, 2007-2012

Assistant Professor, Tulane University, 2003-2007

**Related Experience** Editorial Board Member, *Women's Studies in Communication, Communication and Critical/Cultural Studies, Critical Studies in Media Communication, Intercom-Revista Brasileira de Ciências da Comunicação, Journal of Latin American Communication Research, Journal of Communication*

President, Feminist Studies Division, International Communication Association 2007-2009

**Distinctions** Barbara E. Moely Award for Service Learning, 2012

National Endowment for the Humanities Digital Start-Up Grant, 2010

Top Paper Award, International Communication Association, Philosophy of Communication Division, 2009

**Language & Proficiency** Spanish 3; Portuguese 5

**Overseas Experience** Mexico; Brazil

**Research & Teaching Specializations** Media Production and Consumption, Brazil, Latinos, Cultural Citizenship, Identity

**Selected Publications**

Forthcoming 2013. Volume 2 of *The International Encyclopedia of Media Studies*. Ed. Angharad Valdivia. Blackwell Publishers.

2012. *Below the Line: Producers and Production Studies in the New Television Economy*. Duke University Press.

2009. *Production Studies: Cultural Studies of Media Industries*. Edited with Miranda J. Banks and John T. Caldwell. Routledge.

2007. "Digital Television in Brazil: The View from Manaus." *Liinc em Revista*. 3 (2): 81-90.

2003. *Producing Dreams, Consuming Youth: Mexican Americans and Mass Media*. New Brunswick, NJ: Rutgers.

**Latin American-Related Courses Taught in Last 2 years** Community Media in Latin America; Intercultural Communication; Consumer Citizens or Citizen Consumers?

**Number of Dissertations or Theses Supervised in the Past 5 Years** 6

**VALERIE MCGINLEY, STONE CENTER FOR LATIN AMERICAN STUDIES**

B.A., Tulane University, Spanish, 1991

M.Ed., Tulane University, Second Language Instruction, 1993

**Related Experience** Director of Planning & Management, 2010-

Director of External Relations, Stone Center for Latin American Studies, Tulane, 2000-2010

Outreach Director, Stone Center for Latin American Studies, Tulane University, 1995-2000

**Distinctions** Secretary/Treasurer, Consortium of Latin American Studies Programs, 2014-

Tulane University Staff Excellence Award, 2007

President, Consortium of Latin American Studies Programs (CLASP), 2003-

**Language & Proficiency** Spanish 4; Portuguese 3

**Overseas Experience** Spain; Mexico; Guatemala; Brazil

**Selected Publications & Presentations**

2013. "A Comprehensive Model for National Resource Center Evaluation." With Avery Dickins de Girón. Demonstrating the Impact of National Resource Centers Conference, Columbus, OH.

2009. "Professionalization of Outreach: A Continuing Challenge for Title VI Centers." *Title VI 50<sup>th</sup> Anniversary Conference, U.S. Department of Education and Michigan State University*, Washington, D.C.

2008. "Making the Argument for Depth Instead of Breadth in K-12 Outreach." *The IEPS International Education Forum: Fostering Connection, Collaboration, and Creative Ideas*, Washington, D.C.

2006. "Introduction to Best Practices in Outreach to the K-12 Community by the National Resource Centers for Area Studies," *Outreachworld.org* <http://outreachworld.org/article.asp?articleid=113>.

2006. *Q'aniil: Introduction to Kaqchikel Maya*. Editor, Composition and Translator. With Marie Carianna and Judith Maxwell. New Orleans: Tulane University. CD-ROM.

**Key Responsibilities**

- Assists Executive Director in all major fundraising initiatives such as gift solicitation, grant proposal preparation, prospect research, and alumni relations and acts as liaison to these constituencies.
- Coordinates logistics, coordination, and implementation of projects, programs related to Latin America in the Stone Center and its affiliate centers and institutes
- Directs Center's public relations image through management of publication production.
- Plans and supervises outreach initiatives of the Center.
- Oversees compliance and reporting on all grant-funded activities
- Supervision of financial, logistical and risk management aspects of all Stone Center programs and projects

**MARILYN G. MILLER, SPANISH & PORTUGUESE**

B.A., Biola University, English, 1983

M.A., University of Washington, English Literature, 1986

M.A., University of Oregon, Comparative Literature, 1991

Ph.D., University of Oregon, Comparative Literature, 1995

**Academic Experience** Associate Professor, Tulane, 2005-

Assistant Professor, Tulane University, 2001-2005

Assistant Professor, Catholic University of America, 1997-2001

**Related Experience** Chair, Department of Spanish and Portuguese, Tulane University, 2009-2011

Editorial and Review Board, Comparative Literature, *Revista de Estudios Hispánicos*, and *Latin American Music Review*

**Distinctions** Stone Center Summer Research Fellowship, 2012, 2013

**Language & Proficiency** Spanish 5; Portuguese 3; French 3

**Overseas Experience** Cuba ; Puerto Rico ; Argentina ; Ecuador

**Research & Teaching Specializations** New World and Trans-Atlantic Studies; Colonial and Postcolonial Literatures; Race and Hybridity; Caribbean Discourse; Francophone and Anglophone Literature; Slavery and Text; African Diasporic Literatures and Poetics in the Americas; Translation Studies

**Selected Publications**

2014. *Tango Lessons. Movement, Sound, Dance and Image in Contemporary Practice*. Ed. Durham: Duke University Press.

2014. "Introduction: The Tango Continuum" and "Picturing Tango." In *Tango Lessons: Movement, Sound, Dance and Image in Contemporary Practice*. Marilyn Miller, editor. Durham: Duke University Press.

2013. "Lives and Afterlives of José María Silva's Gardel Portraits." *Journal of Latin American Cultural Studies* 22(4): 417-435.

2010. "Reading Juan Francisco Manzano in the Wake of Alexander von Humboldt." *Atlantic Studies* 7(2): 162-189. Special Issue, "Alexander von Humboldt's Transatlantic Personae," ed. Vera M. Kutzkinski.

2004. *Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America*. Austin: University of Texas Press.

**Latin American-Related Courses Taught in Last 2 years** Modern Readings in Spanish; Hispanic Cities: Buenos Aires; Rumba to Reggaeton; Caribbean Realisms; El Caribe a Flote

**Number of Dissertations or Theses Supervised in the Past 5 Years** 8

**NANCY B. MOCK, GLOBAL HEALTH SYSTEMS & DEVELOPMENT**

B.S., Yale University, Biology, 1976

M.P.H., Tulane University, International Health, 1979

Dr.P.H., Tulane University, International Health, 1985

**Academic Experience** Associate Professor, Tulane University, 1993-

Assistant Professor, Tulane University, 1986-1990

Visiting Instructor, Tulane University, 1984-1985

**Related Experience** Director, Center for International Resource Development, Tulane University, 1993-

Co-Director, Center for International Health and Development, Tulane University, 1990-1993-

**Distinctions** Robert Wood Johnson Foundation Grant, 2007

USAID Grant, Regional Public Health Leadership Initiative, 2006-2007

USAID Grants, Educational Development and Health Programs, 2005-2009

Academy for Educational Development/USAID, SARA I and II Projects Grant, 1992-2004

**Language & Proficiency** French 5; Spanish 5

**Overseas Experience** Honduras

**Research & Teaching Specializations** Latin America; Evaluation Research; Information Systems Methodologies

**Selected Publications**

2008. "A comparative evaluation of dietary indicators used in food consumption assessments of at-risk populations." With D. Rose, S. Chotard, L. Oliveira, M. Limbombo. *Food and Nutrition Bulletin*. 29(2):113-122.

2007. "Health Tracking for Improved Humanitarian Performance." With Richard Garfield. *Journal of Prehospital and Disaster Medicine*. 22 (5): 377-383.

2007. "Dialogue is Destiny: Managing the Message in Humanitarian Action." With Ano Lobb. *Journal of Prehospital and Disaster Medicine*. 22 (5): 425-433.

**Latin American-Related Courses Taught in Last 2 years** Monitoring & Evaluation in Health Related Systems; Epidemiologic Methods II; Current Issues in International Health; Public Health and Nutrition in Complex Emergencies



**TATSUYA MURAKAMI, ANTHROPOLOGY**

B.A., Kanagawa University, Spanish, 1996

M.A., University of Tokyo, Cultural Anthropology, 1998

Ph.D., Arizona State University, Anthropology, 2010

**Academic Experience** Assistant Professor, Tulane University, 2013-

**Related Experience** Director, Tlalancaleca Archaeological Project funded by Matsushita International Foundation and the Japan Society for the Promotion of Science, summer 2012

Director, Project "Power Relations and Urban Landscape Formation: A Study of Construction Labor and Resources at Teotihuacan" funded by NSF Dissertation Improvement Grant, 2008-2009

**Distinctions** COR Research Fellowship and Stone Center Summer Faculty Research Grant for the project "Pathways to Urbanism in Formative Central Mexico: Tlalancaleca Mapping Project," Tulane University, 2014

**Language & Proficiency** Japanese; English; Spanish

**Overseas Experience** Japan; Mexico; Peru

**Research & Teaching Specializations** Mesoamerica; Central Mexico; Urbanism; Early Complex Societies; Archaeometry; Material Culture; Quantitative Methods in Anthropology

**Selected Publications**

2014. "Social Identities, Power Relations, and Urban Transformations: Politics of Plaza Construction at Teotihuacan." In *Mesoamerican Plazas: Arenas of Community and Power*, edited by Kenichiro Tsukamoto and Takeshi Inomata, pp. 34-49. Tucson: University of Arizona Press.

2013. "Characterization of Lime Carbonates in Plasters from Teotihuacan, Mexico: Preliminary Results of Cathodoluminescence and Carbon Isotope Analyses" With Gregory Hodgins and Arleyn W. Simon. *Journal of Archaeological Science* 40(2): 960-970.

2007. "Teotihuacan Society and the Use of Environment: Urban Landscape, Power, and State Formation." In *Asakura World Geography Vol. 14: Latin America*, edited by M. Sakai, M. Suzuki, and E. Matsumoto, pp. 51-62. Tokyo: Asakura Shoten.

1999. "Reconsideration of the Chronology of the Northern Maya Lowlands: Spatial Analysis of Monuments in Chichen Itza, Mexico." *America Antigua* 2: 39-57.

**Latin American-Related Courses Taught in Last 2 years** Introduction to Archaeology, Material Culture

**Number of Dissertations or Theses Supervised in Past 5 years** 1

**LAURA L. MURPHY, GLOBAL HEALTH SYSTEMS & DEVELOPMENT**

B.S., Stanford University, Mechanical Engineering, 1983

Ph.D., University of North Carolina, City and Regional Planning, 1998

**Academic Experience** Carnegie Corporation of New York Professor of Social entrepreneurship

Clinical Associate Professor, Tulane University, 2006-

Clinical Assistant Professor, Tulane University, 2001-2006

**Related Experience** Humanitarian Policy Group Consultant, Overseas Development Institute, 2003-2004

United Nations Development Program Consultant, "Population-Environment Case Study of Ecuador's Amazon," 1998

Co-Investigator, Ecuadorian Amazon land use study, Carolina Population Center, University of North Carolina, 1998-2000

**Distinctions** President's Award for Excellence in Graduate and Professional School Teaching, Tulane University, 2008

Dean's Scholar Award, School of Public Health and Tropical Medicine, Tulane University, 2008

John T. and Catherine E. MacArthur Foundation Grant, 2005

**Language & Proficiency** Spanish 5; Indonesian 4; Kiswahili 3; French 2

**Overseas Experience** Ecuador; Peru; Guatemala; Brazil; Kenya; Indonesia

**Research & Teaching Specializations** Development Theory; Population and Environment; Social Innovation, Design thinking; Complexity; Human-environment change; Tropical Deforestation; Mobile phone revolution

**Selected Publications**

2008. "AIDS & Kitchen Gardens: Insights from a Village in W Kenya." *Journal of Pop. and Envt.* 29 (3-5): 133-161.

2005. "How do we know what we know about AIDS impacts in rural Africa: evidence from field studies" With L. P. Harvey and E. Silvestre. *Human Organization*. 64 (3): 265-275.

2002. "Choice and Constraint in the Making of the Amazon Frontier: Settler Land Use Decisions and Environmental Change in Ecuador." With Francisco Pichon et al. In *Patterns and Processes of Land Use and Forest Change in the Amazon*. C. Wood, ed. Gainesville: University of Florida Press.

2001. "Colonist Farm Income, Cattle, Off-farm Work and Differentiation in the Northern Ecuadorian Amazon." *Human Organization*. Spring.

**Latin American-Related Courses Taught in Last 2 years** Latin American Studies Core Seminar (Graduate); Development Theory; Population-Environment Relationships; Grant-writing workshop

**Number of Dissertations or Theses Supervised in the Past 5 Years** 12

**SUPRIYA M. NAIR, ENGLISH**

B.A., St. Joseph's College-Visakhapatnam, 1982

M.A., Central University of Hyderabad, English, 1984

M.A., Baylor University, English, 1987

Ph.D., University of Texas, English, 1992

**Academic Experience** Professor, Tulane University, 2013-

Associate Professor, Tulane University, 1998-2013

Assistant Professor, Tulane University, 1992-1998

**Related Experience** Director, Women's Studies, 2005-2008

Executive Committee, African and African Diaspora Studies, Tulane University, 2002-2003

**Distinctions** Nicolás Gullén Award for Outstanding Book in Philosophical Literature, Carib. Philosophical Association, 2013

Monroe Fellowship, The New Orleans Center for the Gulf South, Tulane University, 2012-2013

Simon Rodriguez Award for Best Undergraduate Teacher, Stone Center, Tulane University, 2009

Clare Hall Fellow, Cambridge University, 2004

**Language & Proficiency** Hindi 2

**Overseas Experience** England

**Research & Teaching Specializations** Caribbean Literature; Cultural Studies; Postcolonial Literature; Feminist Theory

**Selected Publications**

2013. *Pathologies of Paradise: Caribbean Detours*. Charlottesville: University of Virginia Press.

2011. "Caribbean Ecopoetics: Dwellings in George Lamming's *In the Castle of My Skin*, Wilson Harris's *Palace of the Peacock*, and V.S. Naipaul's *A House for Mr. Biswas*." Pp. 173-180 in *Routledge Companion to Anglophone Caribbean Literature*. Allison Donnell and Michael Bucknor, eds. London: Routledge.

2008. "Toxic Domesticity: Home, Family and Indo-Caribbean Women." *Bim*. 1 (2): 62-75.

2005. *Postcolonialisms: An Anthology of Cultural Theory and Criticism*. Editor, with G Desai. New Brunswick: Rutgers.

2002. "The Caribbean Unbound: Cross-Atlantic Discourses on Slavery and Race." *American Literary History*. 14: 566-79.

2001. "Diasporic Roots: Imagining a Nation in Earl Lovelace's *Salt*." *South Atlantic Quarterly*. 100 (1): 259-286.

1996. *Caliban's Curse: George Lamming and the Revisioning of History*. Ann Arbor: University of Michigan Press.

**Latin American-Related Courses Taught in Last 2 years** Caribbean Literature; Food and Culture; The Lives of Animals in Literature; Literary Investigations; Anglophone Proseminar

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**STEPHEN A. NELSON, EARTH& ENVIRONMENTAL SCIENCES**

B.A., University of California-Berkeley, Geology, 1973

M.A., University of California-Berkeley, Geology, 1975

Ph.D., University of California-Berkeley, Geology, 1979

**Academic Experience** Associate Professor, Tulane University, 1987-

Assistant Professor, Tulane University, 1979-1987

**Related Experience** Chair, Department of Geology, Tulane University, 1994-2000, 2003-

International Editorial Board, Revista del Instituto de Geología de la Universidad Nacional Autónoma de México

Grant Proposal Reviewer, National Science Foundation and National Aeronautics and Space Administration

**Distinctions** Geological Society of America Penrose Research Grants, 1975, 1976, 1977

NSF Grant, "Pliocene to Recent Basic Magmatism in the East-Central Mexican Volcanic Belt," 1991-1993

Mesoamerican Ecology Institute Grants, Tulane University, 1982-1985

**Language & Proficiency** Spanish 5; French 3

**Overseas Experience** Mexico

**Research & Teaching Specializations** Mexico; Natural Sciences; Volcanology

**Selected Publications**

2013. "The temporal evolution of Volcan Tepetitlic, Western Mexico: 40Ar/39Ar constraints on the time scale for cone construction and the hiatus before its caldera-forming eruption." With Frey H.M., et al. *Bulletin of Volcanology*.

2001. "When Day Turned to Night: Volcanism and the Archaeological Record from the Tuxtla Mountains, Southern Veracruz, Mexico." With P.J. Arnold et al. In *Environmental Disaster and the Archaeology of Human Response*. G. Bawden and R. Reyecraft, eds. Albuquerque: University of New Mexico Press.

1997. "Field excursion to the Sierra Las Navajas, Hidalgo, Mexico—a Pleistocene peralkaline rhyolite complex with a large debris avalanche deposit." With A. Lighthart. In *Convencion sobre la Evolucion Geologica de Mexico y Recursos Asociados: Guia de las Excursiones Geologicas*, v. 2. Gomez Caballero and Alcayde Orraca, eds.

1995. "Obsidian from the Ucareo and Zinapécuaro Area, Michoacán, Mexico." *Geological Society of American Abstracts with Programs* 60. Co-author.

**Latin American-Related Courses Taught in Last 2 years** Natural Disasters; Minerology; Petrology

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**JASON S. NESBITT, ANTHROPOLOGY**

B.A., Simon Fraser University, Archaeology, 2000

M.A., Trent University, Anthropology, 2003

M.Phil., Yale University, Anthropology, 2007

Ph.D., Yale University, Anthropology, 2012

**Academic Experience** Co-Instructor, Anthropology 277 (Archaeological Field Techniques) and Anthropology 278 (Archaeology Laboratory I), Department of Anthropology, Yale University, 2009

**Related Experience** American Museum of Natural History, study of ceramic assemblage from Huaca Prieta, Peru, 2009  
Principal Investigator, Archaeological excavations at the Caballo Muerto Complex, Peru, 2007-2008

**Distinctions** Richard Gilder Graduate School at the American Museum of Natural History, Collections Study Grant (for the study of the Initial Period ceramic collection from Huaca Prieta, Peru), 2009

**Language & Proficiency** Spanish; French

**Overseas Experience** Peru

**Research & Teaching Specializations** Archaeology; Andean Prehistory; Early Complex Polities; Monumental Architecture; Urbanism; Archaeological Theory; Relationships between culture and nature; Ceramic Analysis; Remote Sensing Applications to Archaeology

**Selected Publications**

2013. Gamboa Velásquez, Jorge and Jason Nesbitt. "La Ocupación Moche en la Margen Norte del Valle Bajo de Moche, Costa Norte del Perú." *Arqueología y Sociedad* 25:115-142.

2012. "An Initial Period Domestic Occupation at Huaca Cortada, Caballo Muerto Complex." *Andean Past* 10: 278-283.

2012. Matsumoto, Yuichi, Jason Nesbitt, and Denesy Palacio. "Mitomarca: A Possible Fortification in the Upper Huallaga Basin." *Andean Past* 10: 272-278.

2010. Nesbitt, Jason, Belkys Gutiérrez, and Segundo Vásquez. "Excavaciones en Huaca Cortada, Complejo Caballo Muerto: Un Informe Preliminar." *Boletín de Arqueología PUCP* 12 (2008): 261-286.

2010. Gamboa Velásquez, Jorge and Jason Nesbitt. "Huaca San Idelfonso y la Ocupación Moche en la Margen Norte el Valle Bajo de Moche, Costa Norte del Perú." *ANTI: Revista del Centro de Investigaciones Precolombinas* 9: 47-107.

**Latin American-Related Courses Taught in the Last 2 Years** South American Archaeology; The Inca Empire

**RICHARD OBERHELMAN, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES**

B.A., Rice University, Spanish, 1977

M.D., University of Texas Southwestern Medical, 1981

**Academic Experience** Professor & Chair, Tulane Univ., Dept of Global Community Health & Behavioral Sciences, 2012-  
Professor, Tulane University, Departments of Tropical Medicine and Pediatrics, 2008-

Clinical Associate Professor, Tulane University, Departments of Tropical Medicine and Pediatrics, 1997-2007

Assistant Professor, Tulane University, Departments of Tropical Medicine and Pediatrics, 1990-1997

**Related Experience** Principal Investigator, Inter-American Training Program for Innovations in Emerging Infectious Diseases (IATIED), 2012-

Principal Investigator, Tulane-Xavier Minority Health International Research Training (MHIRT) Grant, 2005-  
Pediatric Consultant, Tulane University Travel and Tropical Medicine Clinic, 1991-

**Distinctions** Certificate of Recognition of Excellence in Teaching and Mentoring, Tulane SPHTM, 2012

President, Delta Omega (Public Health Honor Society), 2011-2012

**Language & Proficiency** Spanish ; French

**Overseas Experience** Peru; Cambodia; Peru; Argentina; Mexico; China

**Research & Teaching Specializations** Global Community Health and Behavioral Sciences; Tuberculosis; Pediatric Health; Gastrointestinal Infections in Children

**Selected Publications**

2013. With Martinez, Arman, Gilman et. al. "Changes in Tuberculin Skin Test Positivity Over 20 Years in Periurban Shantytowns in Lima, Peru." *Am J Trop Med Hyg* 89(3): 507-515.

2013. With Martinez, Cabrera, Bernabe-Ortiz et. al. "Free-ranging Chickens in Households in a Periurban Shantytown in Peru -- Attitudes and Practices 10 Years after a Community Based Intervention Project." *Am J Trop Med Hyg* 89(2): 229-31.

2013. With Paz-Soldán, Dimos-Jones, Alban et. al. "The provision and need of social support among adult and pediatric patients of Tuberculosis and TB/HIV in Lima, Peru: a qualitative study." *BMC Health Serv Res* 13: 290.

2013. With Lee, Pan, and Kosek et. al. "Symptomatic and asymptomatic Campylobacter infections associated with reduced growth in Peruvian children." *PLoS Negl Trop Dis*. 7(1): e2036.

2013. With Rath, Castillo ME, Soto-Castellares et. al. "Antiviral resistance and correlates of virologic failure in the first cohort of HIV-infected children gaining access to structured antiretroviral therapy in Lima, Peru: a cross-sectional analysis." *BMC Infect Dis*. 13:1.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3

**VIRGINIA OLIVEROS, POLITICAL SCIENCE**

B.A., Universidad de Buenos Aires, Political Science, 2001

M.A., Columbia University, Political Science, 2006

M.Phil., Columbia University, Political Science, 2008

Ph.D., Columbia University, Political Science, 2013

**Academic Experience** Preceptor, Columbia University, 2012

Teaching Assistant, Columbia University, 2007-2011

Teaching Assistant, Universidad de Buenos Aires, 2001-2005

**Related Experience** Visiting Scholar, Inter-American Development Bank, 2012-2013

Junior Consultant/Research Assistant, United Nations for Development Program, 2001

**Distinctions** PhD Dissertation passed with distinction, Columbia University, 2013

University Fellow, Columbia University, 2005-2012

Center for the Study of Development Strategies Summer Grant, Columbia University, 2011

**Languages & Proficiency** Spanish

**Research & Teaching Specializations** Political Economy of Development; Comparative Political Institutions; Elections; Clientelism and Patronage Politics

**Selected Publications**

2011. "Economic Constraints and Presidential Agency." With María Victoria Murillo and Milan Vaishnav. In *The Resurgence of the Latin American Left*. Steven Levitsky and Kenneth Roberts, eds. Baltimore, John Hopkins University Press.

2010. "Electoral Revolution of Democratic Alternation?" With María Victoria Murillo and Milan Vaishnav. *Latin American Research Review* 45(3): 87-114.

2008. "La Legislatura de la Ciudad Autónoma de Buenos Aires. Un estudio sobre las relaciones Ejecutive-Legislative en el nuevo marco institucional (1997-2000)." With Fernanda Araujo. *Revista SAAP* 3(2): 353-393.

**Latin American-Related Courses Taught in the Last 2 Years** Latin American Politics

**DAVID ORTIZ, SOCIOLOGY**

B.S., Universidad Nacional Autónoma de México, International Affairs, 1996

M.A., University of Notre Dame, International Peace Studies, 1999

M.A., University of Notre Dame, Sociology, 2002

Ph.D., University of Notre Dame, Sociology, 2008

**Academic Experience** Assistant Professor, Tulane University, 2008-

**Related Experience** Associate Research Fellow, Center for Inter-American Policy & Research, Tulane University, 2012-  
Undergraduate Advisor, Sociology Department, Tulane University, 2008-

Referee for ASR, Mobilization, Sociological Voices, and Research in Social Movements, Conflict, and Change

**Distinctions** Outstanding Faculty Member Service Award, Latin American Graduate Organization, 2010-2011

COR Research Grant, "Art of Resistance: The Relationship between Artistic Expressions and Social Resistance to Political Violence in Latin America," 2009

**Language & Proficiency** Spanish 5; Portuguese 4; Italian 4; French 3

**Overseas Experience** Mexico; Colombia

**Research & Teaching Specializations** Political Sociology; Social Movements

**Selected Publications**

Forthcoming. "'Katrina Bloggers Activate!' The Long-Term, Digitally Mediated Processes of Civic Participation." With Stephan Ostertag. *Sociological Inquiry*.

2013. "Participation in IMF-sponsored Economic Programs and Collective Action in Latin America, 1980-2007." With Sergio Béjar. *Conflict Management and Peace Science* 30(5):492-515.

2013. "Rocks, Bottles and Weak Autocracies: The Role of Political Regime Settings on Contention-Repression Interactions." *Mobilization* 18(3):289-312.

2007. "Confronting Oppression with Violence: Inequality, Military Infrastructure and Dissident Repression." *Mobilization*. 12 (3): 219-238.

2005. "Where Do We Stand with Newspaper Data?" With Daniel J. Myers, et al. *Mobilization*. 10 (3): 397-419.

**Latin American-Related Courses Taught in Last 2 years** Social Mvmts in LA; Political Sociology of LA; Social Problems; Maintaining Culture through Food: The Latin American Immigrant Experience

**Number of Dissertations or Theses Supervised in the Past 5 Years** 10

**TATJANA PAVLOVIC, SPANISH & PORTUGUESE**

M.A., University of Washington, Spanish, 1991

Ph.D., University of Washington, Romance Languages and Critical Theory, 1996

**Academic Experience** Professor, Tulane University, 2013-

Associate Professor, Tulane University, 2004-2013

Assistant Professor, Tulane University, 2000-2003

Assistant Professor, Willamette University, 1997-1999

**Related Experience** Director of Undergraduate Studies, Tulane University, 2006-2012

**Distinctions** Lurcy Fellowship, Tulane University, 2009, 2013

Stoll Endowed Scholars Development Grant, 2005

Research Grants, Program for Cultural Cooperation between Spain's Ministry of Education and United States universities, 2003, 2004, 2005

**Language & Proficiency** Croatian 5; Spanish 5; French 3; Turkish 2; Portuguese

**Overseas Experience** Croatia; Spain; Cuba

**Research & Teaching Specializations** Twentieth Century Spanish and Latin American Literature and Cinema; Cultural Studies; Feminism and Film Studies; Critical Theory

**Selected Publications**

2013. "Introduction." *A Companion to Spanish Cinema*. Jo Labanyi, Tatjana Pavlovic, eds. Oxford: Wiley-Blackwell: 1-11.

2013. "Child Stars: Pablito Calvo, Joselito, Marisol, Pili and Mili, Rocío Dúrcal." *Companion to Spanish Cinema*. Jo Labanyi and Tatjana Pavlovic, eds. Oxford: Wiley-Blackwell: 319-342.

2011. *The Mobile Nation: España cambia de piel (1954-1964)*. Bristol: Intellect.

2008. "Los paraísos perdidos: Cinema of Return and Repetition." In *Burning Darkness: a Half a Century of Spanish Cinema*. Joan Ramón, ed. Albany: State of New York Press. 105-124.

2008. *100 Years of Spanish Cinema*. Oxford: Wiley-Blackwell.

2006. "Allegorizing the Body Politic: Masculinity and History in El jardín de las delicias and Carne trémula." *Studies in Hispanic Cinema*. 3 (3): 149-167.

**Latin American-Related Courses Taught in Last 2 years** Intro to Spanish Film; Modern Readings in Spanish; Spanish Senior Seminar old: Spanish and Latin American Cinema; Spanish Senior Seminar; Readings in Peninsular Literature

**Number of Dissertations or Theses Supervised in the Past 5 Years** 12

**VALERIE PAZ SOLDAN, GLOBAL HEALTH SYSTEMS & DEVELOPMENT**

B.A., Stanford, Psychology, 1992

M.P.H., San Jose State, Community Health Education, 1996

Ph.D., University of North Carolina, Maternal and Child Health, 2003

**Academic Experience** Associated Researcher, Universidad Peruana Cayetano Heredia, Lima, Peru, 2009-

Research Assistant Professor, International Health & Development Department, Tulane SPHTM, 2004

**Related Experience** Social Scientist, Measuring entomological risk for dengue (NIH-funded grant), Iquitos, Peru, 2006-  
Social Scientist, Gates and Wellcome-Trust funded Grants, Peru, 2008-

**Distinctions** Fellow, Center for Evidence Based Global Health, Tulane University SPHTM, 2005

Carolina Population Center Pre-doctorate Traineeships, UNC-Chapel Hill, 2001, 2002

Mellon Fund Grant, Malawi, 2002

Population Policy Communication Fellowship, Population Reference Bureau, Washington, D.C., 2001

Mellon Assistantship in Latin American Studies, UNC-Chapel Hill, 1999

**Language & Proficiency** Spanish 5; Portuguese 2

**Overseas Experience** Peru; Malawi

**Research & Teaching Specializations** Public Health and Tropical Medicine; Maternal and Child Health; Peru

**Selected Publications**

2012. "Structural barriers to screenings for and treatment of cervical cancer in Peru." With Bayer AM, Nussbaum L, and Cabrera L. *Reproductive Health Matters* 20(40): 50-59.

2011. "Are missed opportunities for health education on Pap smears frequent in Peru?" With Bayer A, Nussbaum L, and Cabrera L. *Health Education and Behavior* 38(2): 198-209.

2010. "Knowledge and Attitudes of Adult Peruvian Women vis-a-vis Human Papillomavirus (HPV), Cervical Cancer, and the HPV Vaccine." With Lee FH., et al. *Journal of Lower Genital Tract Disease*. 14 (2): 113-117.

2009. "Sexual behavior and drug consumption among young adults in a shantytown in Lima, Peru." *BMC Public Health*. With Gálvez-Buccollini JA, et al. 9 (23): <http://www.biomedcentral.com/content/pdf/1471-2458-9-23.pdf>.

2009. "Usefulness of commercially available GPS data-loggers for tracking human movement and exposure to dengue virus." With Vazquez-Prokopec GM, et al. *International Journal of Health Geography*. 8: 68.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 1

**SCOTT PENTZER, CENTER FOR GLOBAL EDUCATION**

B.S.F.S., Georgetown University, School of Foreign Service, 1988

M.A., Tulane University, Latin American Studies, 1993

Ph.D., Tulane University, Latin American Studies, 1998

**Academic Experience:**

July 2013-present, Associate Dean for Global Education, Newcomb-Tulane College

September 2009- June 2013, Associate Director, Honors Program, Newcomb-Tulane College

September 2009-December 2009, Adjunct Assistant Professor, Department of History, Tulane University

September 1998- May 1999, Visiting Assistant Professor of Latin American History, Southern Methodist University

July 1997, Visiting instructor, ITESM, Campus Queretaro

**Related Experience:**

July 2004- July 2009, Director, Associated Colleges of the Midwest, San Jose, Costa Rica

1999- 2001, Senior Program Officer, U.S. Student Programs, Institute for International Education

**Distinctions:**

1995-1996, Fulbright Garcia-Robles grantee, Mexico City

**Language & Proficiency** Spanish 4

**Overseas Experience:** Costa Rica, Mexico, Peru.

**Research & Teaching Specializations:** Modern Mexico.

**Selected Publications:**

2008. *Costa Rica: A Global Studies Handbook*. With Meg Tyler Mitchell. Santa Barbara, CA: ABC-CLIO publishers.

**MARC D. PERRY, ANTHROPOLOGY**

B.A., Vassar College, Africana Studies, 1989

M.A. University of Texas at Austin, Cultural Anthropology, 1999

Ph.D., University of Texas at Austin, Cultural Anthropology, 2004

**Academic Experience** Assistant Professor, Tulane, 2010-

Assistant Professor, University of Illinois - Urbana Champaign, 2005-2010

**Related Experience** Photography Exhibition, "Cuban Hip Hop in Motion," Illinois Program for Research in the Humanities, 2008

**Distinctions** Monroe Fellows Faculty Research Grant, New Orleans Gulf South Center, Tulane University, 2011

Ford Foundation Diversity Postdoctoral Fellowship, 2008-2009

Faculty Fellow, Illinois Program for Research in the Humanities, University of Illinois, Urbana-Champaign, 2007-2008

Arnold O. Beckman Award for Distinguished Research, University of Illinois, Urbana-Champaign, 2005

Chancellor's Postdoctoral Fellowship, University of Illinois, Urbana-Champaign, 2004-2005

**Language & Proficiency** Spanish**Overseas Experience** Cuba

**Research & Teaching Specializations** Cuba, Caribbean, African Diaspora, Race and Identity

**Selected Publications**

Forthcoming. *Negro Soy Yo: Hip Hop and Raced Citizenship in Neoliberal Cuba*. Durham: Duke University Press.

*Refiguring American Music* series. Ronald Radano and Josh Kun, series editors.

Forthcoming. "Currents of Revolutionary Confluence: A View from Cuba's Hip Hop Festival." In *Audible Empire: Music, Global Politics, Critique*. Tejumola Olaniyan and Ronald Radano, editors. Durham: Duke University Press.

2009. "Hip Hop's Diasporic Landscapes of Blackness." In *Toussaint to Tupac: The Black International Since the Age of Revolution*. Michael West, et al., eds. University of North Carolina Press. 232-258.

2008. "Revolutionary Subjectivity in a 'Post-Fidel' Cuba?" *Transforming Anthropology*. 16 (1): 74-76.

2008. "Global Black Self-Fashionings: Hip Hop as Diasporic Space." *Identities: Global Studies in Power and Culture*. 15 (6): 635-664. .

**Latin American-Related Courses Taught in Last 2 years** Race & Ethnicity in Latin America; Race & Nation in the Spanish Caribbean; Culture & Power in the African Diaspora; Race & Nation in Contemporary Cuba; Anthropological Concepts in Neoliberalism and Development; The Anthropology of Race

**Number of Dissertations or Theses Supervised in Past 5 Years** 5

**STEPHANIE PORRAS, ART HISTORY**

B.A., Claremont McKenna College (Pomona College), Art History, 2003

M.A., University College of London, History of Art, 2004

Ph.D., Courtauld Institute of Art, History of Art, 2009

**Academic Experience** Assistant Professor, Tulane University, 2012-

Lecturer and Postdoctoral Teaching Fellow, Columbia University, 2011-2012

Leibniz-Gemeinschaft Postdoctoral Fellow, Germanisches Nationalmuseum, Nuremberg and Courtauld Institute of Art, 2009-2010

**Related Experience** Print Room Assistant, Courtauld Institute of Art Gallery, 2005-2007, 2008-2009

**Distinctions** Mellon Postdoctoral Teaching Fellow, Columbia University, 2011-2012

Leibniz-Gemeinschaft Postdoctoral Fellow, Germanisches Nationalmuseum, Nuremberg and Courtauld Institute of Art, 2009-2010

**Language & Proficiency** German; Dutch; French ; Spanish

**Overseas Experience** England; Germany

**Research & Teaching Specializations** Flemish Artists and the Americas; the idea of antiquity in the North; early modern print culture; early modern drawing practice; the emergence of genre imagery; Dutch Brazil

**Selected Publications**

2013. "Dürer's Copies." In *The Young Dürer: Drawing the Figure*, ed. Stephanie Buck and Stephanie Porras. London: Courtauld Institute of Art exhibition catalogue.

2012. "ein freie hant: Drawing, autonomy and the young Albrecht Dürer." In *Der frühe Dürer*. Nuremberg: Germanisches Nationalmuseum exhibition catalogue.

2011. "Rural Memory, Pagan Idolatry: Pieter Bruegel's Peasant Shrines." *Art History* 34.3.

2011. "Producing the Vernacular: Antwerp, Cultural Archaeology and the Bruegelian Peasant." *Journal of the Historians of Netherlandish Art* 3.1

2010. "Repeat Viewing: Hendrick Hondius's Effigies." Available at Picturing the Netherlandish Canon online exhibition, curated by Stephanie Porras and Joanna Woodall, funded by the British Academy, (<http://www.courtauld.org.uk/netherlandishcanon>).

**Latin American-Related Courses Taught in Last 2 Years** Theaters of the Baroque

**Number of Dissertations or Theses Supervised in Past 5 Years** 5

**MAURO PORTO, COMMUNICATION**

B.A., Universidade de Brasília, Communication, 1988

M.A., Universidade de Brasília, Political Science, 1993

Ph.D., University of California-San Diego, Communication, 2001

**Academic Experience** Associate Professor, Tulane University, 2011-

Assistant Professor, Tulane University, 2005-2011

Professor, Universidade de Brasília, 1993-2004

**Related Experience** Program Officer for Media Rights and Access, Ford Foundation, Brazil office, 2011-2013

Freedom House, consultant for the Freedom of the Press in the World report, 2006-2007

Member of the Consultative Board of the Program InFormação, sponsored by the W. K. Kellogg Foundation and by Agência de Notícias dos Direitos da Infância, 2006-

**Distinctions** Visiting Researcher Fellowship, Centro de Investigación y Adiestramiento Político Administrativo (CIAPA), San José, Costa Rica, 2008

Provost's Fund for Faculty/Student Engagement, Tulane University, 2006-2007.

Summer Fellowship, Dean's Office, College of the Liberal Arts and Sciences, Tulane University, 2006

Vilmar Farias Chair of Latin American Studies, awarded by Facultad Latinoamericana de Ciencias Sociales, Brazil's Ministry of Education, and Brazil's Ministry of Science and Technology, 2003

**Language & Proficiency** Portuguese 5; Spanish 5

**Overseas Experience** Brazil

**Research & Teaching Specializations** South America, Brazil, Political communication, Media and democratization

**Selected Publications**

2012. "Media power and democratization in Brazil: TV Globo and the dilemmas of political accountability." London: Routledge.

2011. "The media and political accountability." In *Corruption and democracy in Brazil: The struggle for accountability*. Timothy Power and Matthew M. Taylor, eds. Notre Dame: University of Notre Dame Press.

2011. "Telenovelas and representations of national identity in Brazil," *Media, Culture and Society* 33(1): 53-69.

2007. "Televisão e política no Brasil: A Rede Globo e as interpretações da audiência." Rio de Janeiro: E-Papers.

2007. "Frame diversity and citizen competence: towards a critical approach to news quality." *Critical Studies in Media*

**Latin American-Related Courses Taught in Last 2 years** Media and Democracy in Latin America; Brazilian TV and Culture; Latin American Icons

## **LANCE QUERY, LIBRARY**

B.S., University of Missouri, Education, 1966

M.A., Indiana University, Latin American History, 1972

M.A., University of Chicago, Library Science, 1981

Ph.D., Indiana University, Latin American History, 1981

**Academic Experience** Lecturer/ Faculty Associate, Northwestern University, 1985-1993

Associate Instructor, Indiana University, 1972-1974

**Related Experience** Dean of Libraries and Academic Information Resources, Tulane University, 2000-

Dean of University Libraries, Western Michigan University, 1993-2000

Acting University Librarian, Northwestern University, 1991

Assistant University Librarian for Planning and Administration, Northwestern University, 1987-1993

Librarian, Library of the American Hospital Association, Chicago, 1979-1980

**Distinctions** U.S. Department of Education Grant, College Library Technology and Cooperation, 1994-1996

United States/Spain Joint Committee for Cultural and Educational Cooperation Grant, 1987-1988

Fulbright-Hays Fellowship, 1975-1976

Ford Foundation International Title III Fellowship, 1972-1973

**Language & Proficiency** Spanish 4; Portuguese 2

**Overseas Experience** Colombia

**Research & Teaching Specializations** Latin American History

### **Selected Publications**

2002. "Changing Practice, Changing Education." Presented at the Association for Library and Information Science Education Annual Conference. New Orleans, LA.

1998. "Shared Futures: Relations among Michigan's Academic, Public, and School Libraries." Presented at the Southwest Michigan Library Cooperative. Paw Paw, Michigan.

1994. "Federal Information Policy in the Electronic Age" and "The Role of the Academic Library in the 21st Century." Presented in Barranquilla, Colombia.

1982. "Library Automation Latin America." Pres at the Intl Relations Round Table, ALA annual conference, Philadelphia.

## **WAYNE REED, PHYSICS**

B.S., Rensselaer Polytechnic Institute, Physics, 1975

M.S., University of Washington, Physics, 1976

Ph.D., Clarkson University, Physics, 1984

**Academic Experience** Murchison-Mallory Chair in Physics, 2013-

Professor, Tulane University, 1994-

Associate Professor, Tulane University, 1991-1994

Visiting Professor, Universidade de São Paulo, Brazil, 1989-1991; 1993; 1995-1996; 1998

Assistant Professor, Tulane University, 1985-1991

**Related Experience** Founding Director, Tulane Ctr for Polymer Reaction Monitoring & Characterization (PolyRMC), 2007-

**Distinctions** Outstanding Researcher Award, Tulane School of Science and Engineering, 2012

NASA Grant, 2002-2005

National Science Foundation Grants, 1987-2005

Appointed as Professor of L'Academie des Sciences, Institut de France, 1992

**Language & Proficiency** Spanish 5; French 5; German 5; Portuguese 5; Russian 2; Italian 3

**Overseas Experience** Brazil; Mexico; France; Spain

**Research & Teaching Specializations** Macromolecular Physics; Macromolecular Characterization; Molecular Biophysics

### **Selected Publications**

2014. "Filtrodynamics: Time dependent trans-filter pressure signals for early detection and monitoring of particulates during chemical processing," C. Brusamarello, M.F. Drenski, A. Isakov, W.F. Reed, J. Macromolecular Reaction Engineering, 8, 3, 186-2-192, 3/2014. doi: 10.1002/mren.201300152

2013. *Monitoring Polymerization Reactions: From Fundamentals to Applications*. Eds. Alina M. Alb, Wayne F. Reed. Book invited by Wiley Interscience. Scheduled for release, late 2013.

2009. "Simultaneous continuous, non-chromatographic monitoring and discrete chromatographic monitoring of polymerization reactions." With Alina M. Alb and Michael F. Drenski. *J of App. Polymer Sci.* 113 (1): 190-198.

2008. "Direct monitoring of the cross-over from diffusion controlled to decomposition controlled initiation in free radical polymerization." With Tomasz Kreft. *Macromolecular Chemistry and Physics.* 209 (24): 2463-2474.

2008. "Monitoring the synthesis and properties of copolymeric polycations." With Gemma González García, et al. *Journal of Physical Chemistry B.* 112 (46): 14597-14608.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 6



**CAROL MCMICHAEL REESE, ARCHITECTURE**

B.A., Trinity University, Psychology, 1970

M.A., University of Texas, Art History, 1979

Ph.D., University of Texas, Art History, 1992

**Academic Experience** Christovich Associate Professor, Tulane University, 2002-

Assistant Professor, Tulane University, 1999-2002

**Related Experience** Director, MAK Center for Art and Architecture, L.A. Schindler House, West Hollywood, 1996-1998

Principal Investigator, 2002 Fulbright-Hays, "Ecology, Community Planning, and Social Challenges in Panamá," 2002

**Distinctions** Finalist, Thomas Ehrlich Civically Engaged Faculty Award, 2009

Recipient, Women of Excellence Award, Louisiana Women's Legislative Caucus, 2009

**Language & Proficiency** Spanish 3; French 2; German 3

**Overseas Experience** Argentina; Mexico ; Panama ; Brazil ; Costa Rica ; Cuba

**Research & Teaching Specializations** Argentina; Mexico; Panama; Architecture; Urban Studies; Architecture and Urbanism in the Americas, 19<sup>th</sup> - 21st Centuries

**Selected Publications**

2014. *New Orleans Under Reconstruction: The Crisis of Planning*. With co-editors Michael Sorkin and Anthony Fontenot. London and New York: Verso.

2013. *El Canal de Panamá y su legado arquitectónico (1905-1920), The Panama Canal and its Architectural Legacy (1905-1920)*. With co-author Thomas F. Reese. Panamá: Fundación Ciudad del Saber.

2004. "Nationalism, Progress, and Modernity in the Architectural Culture of Mexico City c. 1900." *La amplitud del modernismo y la modernidad, 1861-1920. Vol 2: Hacia otra historia del arte en México*. Stacie G. Widdifield, ed. Mexico City: CONACULTA and CURARE. 175-219.

2002. "Urbio + Gehry in Panama's New Canal Zone: Architecture, Economic Development, and Cultural Heritage Tourism." *AULA, Architecture and Urbanism in Latin America*. 2: 68-76.

2002. "The Urban Development of Mexico City, 1850-1930." In *Planning Latin America's Capital Cities, 1850-1950*. Arturo Almandoz, ed. London: Routledge, 139-169.

**Latin American-Related Courses Taught in Last 2 years** The City I; Contemporary Architecture and Urbanism; Latin American Urban Imaginaries; Community Development Case Studies in Panama

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**THOMAS F. REESE, ART HISTORY**

B.A., Tulane University, Spanish and Art History, 1965

M.A., Yale University, History of Art, 1969

Ph.D., Yale University, History of Art, 1973

**Academic Experience** Professor, Tulane University, 1999-

Professor, University of Texas, 1983-1986

Associate Professor, University of Texas, 1976-1983

Assistant Professor, University of Texas, 1970-1976

**Related Experience** Executive Director, Stone Center for Latin American Studies, Tulane University, 1999-

Co-Vice Chair, Council of Directors of Title VI National Resource Centers for Foreign Language and Area Studies, 2008-

President of the Board, Arts Council of New Orleans, 2010-2013

Board Member, Contemporary Arts Center, 2008-2013

Board Member, New Orleans Museum of Art, 2008-2011

Editorial Board, RES, 1997-2006

Deputy Director, The Getty Research Institute for the History of Art and the Humanities, 1994-1998

Acting Director, The Getty Center for the History of Art and the Humanities, 1991, 1992-1993

Associate Director, The Getty Center for the History of Art and the Humanities, 1986-1992

**Distinctions** Dianne Lynn Levy Memorial Lecture, Cum Laude, Newman School, 2004

Andrew Mellon Faculty Summer Research Grant, Institute of Latin American Studies, University of Texas, 1981, 1982, 1985

Institute of Latin American Studies Travel Grant, University of Texas, 1984

Samuel H. Kress Senior Fellow, Center for Advanced Study in the Visual Arts, The National Gallery of Art, Washington, D.C., 1983

Faculty Research Assignment, University Research Institute, 1982-1983

John Simon Guggenheim Memorial Foundation Scholarship, 1976-1977

**Language & Proficiency** Spanish 5; French 3

**Overseas Experience** Spain; Argentina; Mexico

**Research & Teaching Specializations** Argentina; Mexico; Art/Art History; Area Studies; Latin American and Iberian Art; Architecture and Urbanism

**Selected Publications**

2014. "George Kubler: The Craft of Art History." In *Im Maschenwerk der Kunstgeschichte: Eine Revision von George Kublers >The Shape of Time<*. Edited by Sarah Maupeu, Kerstin Schankweiler, Stefanie Stallschus. Berlin: Kulturverlag Kadmos.

2013. *El Canal de Panamá y su legado arquitectónico (1905-1920), The Panama Canal and its Architectural Legacy (1905-1920)*. With Carol McMichael Reese. República de Panamá: Fundación Ciudad del Saber, Autoridad del Canal de Panamá, and Fundación Arte y Cultura.

2010. "Taking Sail: Kurt Foster's Getty Center for the History of Art and the Humanities." Pp. 257-279 in *Art History on the Move: Hommage an Kurt W. Forster*. Edited by Nanni Baltzer, Jacqueline Burckhardt, Marie Theres Stauffer, and Philip Ursprung unter Mitarbeit von Mirjam Brunner. Zürich: Diaphanes.

1999. *Buenos Aires 1910: el imaginario para una gran capital; Coloquio internacional de 1995*. Editor, with Margarita Gutman. Buenos Aires: Centro de Estudios Avanzados de la Universidad de Buenos Aires.

1999. "The Institutionalization of Art History as a Disciplinary and Pedagogical Practice in American Universities in the Twentieth Century." In *(In)disciplinas: estetica e historia del arte en el cruce de los discursos*. Lucero Enriquez, editor. Mexico: INAM.

1999. "Richard Meier, the J. Paul Getty Museum, Los Angeles, California 1984-1997." With Carol McMichael Reese. In *Museums for a New Millenium: Concept, Projects, Buildings*. Vittorio Magnago Lampugnani and Angeli Sachs, eds. Munich: Prestel.

1995. "Mapping Interdisciplinarity." *Art Bulletin*. 77: 544-49.

1976. *The Architecture of Ventura Rodriguez*. 2 vols. New York: Garland Publishing Inc.

**Latin American-Related Courses Taught in Last 2 years** Latin American Studies Core Seminar (Graduate); Cities and Urban Imagery in Latin America

**Number of Dissertations or Theses Supervised in the Past 5 Years** 2

**CORINNE RICHARDS-ZAWACKI, ECOLOGY & EVOLUTIONARY BIOLOGY**

B.S., University of Michigan, Chemical Engineering and Biology, 2002

Ph.D., University of Michigan, Ecology and Evolutionary Biology, 2007

**Academic Experience** Research Associate, Smithsonian Tropical Research Institute, 2011-

Assistant Professor, Tulane University, 2009-

**Distinctions** Ken and Ruth Arnold Professor in Science & Engineering, 2014-2016

President's Postdoctoral Fellow, University of California-Berkeley, 2008-2009

International Research Fellow, National Science Foundation, 2007-2009

Postdoctoral Fellow, Smithsonian Institution, 2007-2009

**Language & Proficiency** Spanish 4; Portuguese 2

**Overseas Experience** Panama

**Research & Teaching Specializations** Conservation Biology; Speciation and Evolution; Climate Change and Disease Dynamics; Panama

**Selected Publications**

2013. "No evidence for differential survival or predation between sympatric color morphs or an aposematic poison frog." With J. Yeager and H.P.S. Bart. *Evolutionary Ecology* 27: 783-795.

2012. "The chytrid fungus *Batrachochytrium dendrobatidis*, has non-amphibian hosts and releases chemicals that cause pathology in the absence of infection." With T.A. McMahon, L.A. Brannelly, M.W.H. Chatfield, P.T.J. Johnson, M.B. Joseph, V.J. McKenzie, M.D. Venesky and J.R. Rohr. *Proceedings of National Academy of Sciences, USA* 110: 210-215.

2012. "Mate choice and the genetic basis for color variation in a polymorphic dart frog: Inferences from a wild pedigree." With I.J. Wang and K. Summers. *Molecular Ecology*, 21: 3879-3892.

2011. "Intraspecific reproductive character displacement in a polymorphic poison dart frog, *Dendrobates pumilio*." With M.E. Cummings. *Evolution*, 65: 259-267.

2010. "Thermoregulatory behavior affects prevalence of chytrid fungal infection in a wild population of Panamanian golden frogs." *Proceedings of the Royal Society of London, Ser. B.*, 277: 519-528.

**Latin American-Related Courses Taught in the Last 2 Years** Tropical Biology

**Number of Dissertations or Theses Supervised in the Past 5 Years** 4

**FERNANDO CÉSAR RIVERA DÍAZ, SPANISH & PORTUGUESE**

B.A., University of San Agustín, Literature and Linguistics, 1994

Licentiate, University of San Agustín, Literature and Linguistics, 1995

M.A., Princeton University, Latin American Literature, 2001

Ph.D., Princeton University, Latin American Literature, 2006

**Academic Experience** Associate Professor, Tulane University, 2013-

Assistant Professor, Tulane University, 2007-2013

**Distinctions** University Fellowship, Princeton University, 1999-2004

William Ebenstein Student Research Fund Award, Princeton University, 2003

Caretas "El cuento de las mil palabras" award, 1992

**Language & Proficiency** Spanish 5; French 2; Italian 2; Portuguese 3

**Overseas Experience** Peru

**Research & Teaching Specializations** Andean Studies; Peruvian Internal War Narratives; Contemporary Latin American Fiction

**Selected Publications**

Forthcoming. "From Nation's Ear to God's Eye to the Language of Reconciliation: The Commission and Reconciliation in Peru." *Chasqui: Revista de Literatura Latinoamericana*.

2013. "Writing the sexual-cultural encounter in the Andes: *La hora azul* by Alonso Cueto." *Bulletin of Hispanic Studies* 90(7): 853-866.

2011. *Dar la palabra. Ética, política y poética de la escritura en Arguedas*. Madrid/Frankfurt: Iberoamericana-Vervuert.

2011. "La escritura de la reciprocidad en Arguedas." *Lienzo* 31: 39-92.

2010. "El indio no es un indio: el indigenismo y la narrativa de Arguedas, revisitados." *Revista de Crítica Literaria Latinoamericana* 72: 205-216.

2009. "Mariátegui: la escritura de la travesía." In *José Carlos Mariátegui y los estudios latinoamericanos*.

Mabel Moraña and Guido Podestá, eds. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 257-282.

2008. "La alcoba de Garcilaso, erotismo y violencia en el 'encuentro' cultural: *La hora azul*." *Lhymen: Revista de cultura y literatura*. 7 (5): 103-115.

**Latin American-Related Courses Taught in Last 2 years** Introduction to Latin American Culture, Post-Identitarian Narratives in Latin America; Modern Readings in Spanish; Topics in Spanish American Literature

**Number of Dissertations or Theses Supervised in the Past 5 Years** 1

**CHRISTOPHER RODNING, ANTHROPOLOGY**

A.B., Harvard University, Anthropology, 1994

Ph.D., University of North Carolina at Chapel Hill, Anthropology, 2004

**Academic Experience** Associate Professor, Tulane University, 2012-

Assistant Professor, Tulane University, 2005-

**Related Experience** Board member ex officio, Exploring Joara Foundation, 2008-

CoDirector, Archaeological Field School, Warren Wilson College, Summers 2001-2004

**Distinctions** Louisiana Board of Regents Research Competitiveness Subprogram Grant, "Lower Mississippi Valley Landscape Archaeology Project," 2012-2015

C.B. Moore Award for Outstanding Young Scholar in the Archaeology of the Southeastern U.S.

**Overseas Experience** US/Latinos

**Research & Teaching Specializations** Archaeology; Southeastern United States; Native Americans; European contact and colonialism in the New World

**Selected Publications**

2013. "Conflict, Violence, and Warfare in La Florida." With Robin A. Beck, Jr. and David G. Moore. In *Initiating New Worlds: Sixteenth-Century Entradas in the American Southwest and Southeast*, edited by Clay Mathers, Jeffrey M. Michem, and Charles M. Haecker. University of Arizona Press, Tucson.

2012. "Late Prehistoric and Protohistoric Shell Gorgets from Southwestern North Carolina." *Southeastern Archaeology* 31: 33-56.

2011. "Limiting Resistance: Juan Pardo and the Shrinking of Spanish La Florida, 1566-1568." With Robin A. Beck, Jr. and David G. Moore. In *Enduring Conquests: Rethinking the Archaeology of Resistance to Spanish Colonialism in the Americas*, edited by Matthew Liebmann and Melissa S. Murphy, pp. 19-39. School for Advanced Research Press, Santa Fe, New Mexico.

2010. "Mortuary Practices in Late Prehistoric and Protohistoric Southwestern North Carolina." With David G. Moore. *Southeastern Archaeology* 29: 80-100.

2009. "Mounds, Myths, and Cherokee Townhouses in Southwestern North Carolina." *American Antiquity*. 74:627-663.

2006. "Identifying Fort San Juan: A Sixteenth-Century Spanish Occupation at the Berry Site, North Carolina." With Beck, Robin A., Jr. and David G. Moore *Southeastern Archaeology*. 25:65-77.

**Latin American-Related Courses Taught in Last 2 years** North American Prehistory

**DIEGO ROSE, GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES**

B.S., University of California-Berkeley, Nutritional Sciences, 1977

M.P.H., University of California-Berkeley, Public Health Nutrition, 1981

Ph.D., University of California-Berkeley, Agricultural and Resource Economics, 1992

**Academic Experience** Professor, Tulane University, 2010-

Associate Professor, Tulane University, 2002-2010

**Related Experience** Visiting Fellow, Food Security Analysis Service, United Nations World Food Program, 2011-2012

Director, Prevention Research Center, Tulane University, 2009-2011

Head of Nutrition Section, Department of Community Health Sciences, Tulane University, 2002-

Senior Economist, Economic Research Service, US Department of Agriculture, Washington, DC, 1996-1997

**Distinctions** One of 101 Most Influential Professors of Public Health by MPHProgramsList.com, 2012

Best Article of the Year, Journal of Nutrition Education and Behavior, 2008

USDA/ERS Merit Pay Performance Awards, 1993, 1994, 1995, 1996, 1997

**Language & Proficiency** Spanish 5; Portuguese 5

**Overseas Experience** Mozambique; Mexico; Guatemala; Brazil; Italy

**Research & Teaching Specializations** Community Health Sciences; Central America; Africa; Consumer Economics; International Food and Nutrition Policy

**Selected Publications**

Forthcoming. "The influence of the WIC food package changes on the retail food environment in New Orleans." With O'Malley K, Dunaway LF, and Bodor N. *Journal of Nutrition Education and Behavior*.

2012. "Understanding policy enactment: The New Orleans Fresh Food Retailer Initiative." With Ulmer VM and Rathert AR. *American Journal of Preventive Medicine* 43(3S2): S116-S122.

2011. "The Effects of Hurricane Katrina on Food Access Disparities in New Orleans." With Bodor JN, Rice JC, Swalm C, and Hutchinson PL. *American Journal of Public Health* 101(3): 482-484.

2009. "Understanding the Role of Potatoes in the Peruvian diet: An Approach that Combines Food Composition with Household Expenditure Data." With Burgos G., Bonerba M. and Thiele G. *Journal of Food Composition and Analysis*. 22: 525-532.

2008. "Interventions to Reduce Household Food Insecurity: A Synthesis of Current Concepts and Approaches." *Revista de Nutrição*. 21: 159S-173S.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 11

**OANA SABO, FRENCH & ITALIAN**

B.A., University of Timisoara, English and French

M.A., University of Southern California, Comparative Literature

Ph.D., University of Southern California, Comparative Literature, 2011

**Academic Experience** Assistant Professor of French, Tulane University, 2012-

Postdoctoral Distinguished Teaching Fellow, University of Southern California, Departments of French & Italian and Comparative Literature, 2011-2012

**Distinctions** Lucy Grant, Tulane University, 2013

Newcomb Faculty Research Grant, Tulane University, 2013

Learning Environments Grant, USC Center for Scholarly Technology, 2012

Josephine de Kármán Fellowship, 2008-2009

**Language & Proficiency** French; Romanian; Spanish; Italian

**Research & Teaching Specializations** French Literature; Diaspora & Transnational Studies

**Selected Publications**

Forthcoming. *The World in the Nation: Francophone and Anglophone Migrant Authors in the Global Literacy Marketplace, 1980-2010*.

2012. "Disjunctures and Diaspora in Kiran Desai's *The Inheritance of Loss*." *The Journal of Commonwealth Literature* 47(3): 373-390.

2008. "Mapping Exilic Spaces through Ethnic Hi/stories in Mona Latif-Ghattas's *Le Double Conte de l'Exil*," In *Space, Haunting, Discourse*. Maria Holmgren-Troy and Elizabeth Wennö, eds. Newcastle-upon-Tyne, UK: Cambridge Scholars Publishing. 118-129.

**STANLEY W. SAMARASINGHE, PAYSON CENTER**

B.A., University of Sri Lanka, Economics, 1967

Ph.D., Cambridge University, Economics, 1980

**Academic Experience** Adjunct Professor, Tulane University, 2008-

Research Professor, Tulane University, 1993-2007

**Related Experience** Executive Director, International Centre for Ethnic Studies, Sri Lanka, 2004-2008

Consultant, USAID, Africa Bureau, 2003

Director, Institute for International Development, Tulane University, 1998-2007

Consultant, Training Needs for Professionals in the Latin American Division, World Bank, 1994

Consultant/Lecturer, USAID, Development Education Conference on New Global Realities: Communicating the Opportunities and Challenges, 1992

Advisor to President Jimmy Carter, Carter Center, Emory University, 1990

**Distinctions** Julien and Vernon Cornell Distinguished Visiting Professor, Swarthmore College, 1989-1990

Takemi Fellow, Harvard School of Public Health, 1985-1986

**Language & Proficiency** Sinhala

**Overseas Experience** Sri Lanka; India; Pakistan; Bangladesh; Bhutan; Nepal; Thailand; Rwanda; Senegal; Senegal; Colombia; UK

**Research & Teaching Specializations** Economics and International Development; Global Ethnic Conflict

**Selected Publications**

2010-2013. "Sri Lanka Economy: Annual Review" In *South Asia*. London: Europa Publications.

2009. "Sri Lanka: The Challenge of State Building, Peace Building and Nation Building." *Nationalism and Ethnic Politics* 15(3-4): 436-461.

2008. "Fighting for Food: Food Security and Conflict in Sri Lanka." Co-authored with Sandy A. Johnson. *American Association of Geography*.

2006. *Coordination of Humanitarian Assistance in Tsunami-Affected Countries of Asia – Evaluation Findings*. Co-authored with Jon Bennett et al. New York: UN-OCHA & Tsunami Evaluation Coalition (TEC).

2005. *Tsunami Field Study Reports on Needs Assessment, Community Priorities, and Housing – Three Volumes*. Sri Lanka: International Centre for Ethnic Studies, Sri Lanka & World Vision.

2005. "Can Donors Broker Peace in Sri Lanka?" *Far Eastern Economic Review*. 168 (2): 38-40.

2002. *Political Economy of Internal Conflict in Sri Lanka*. Working Paper 16. The Hague: Conflict Research Unit, Netherlands Institute of International Relations.

2002. *Corruption in South Asia: India, Pakistan, and Sri Lanka*. Editor, with K. M. de Silva and G. H. Peiris. Kandy, Sri Lanka: International Centre for Ethnic Studies.

1998. *Sri Lanka: Historical Dictionary*. With Vidyamali Samarasinghe. Lanham: Scarecrow Press.

**Latin American-Related Courses Taught in Last 2 years** Sustainable Human Development

**Number of Dissertations or Theses Supervised in the Past 5 Years** 15

**SUSAN SCHROEDER, HISTORY**

B.A., University of California-Los Angeles, Anthropology, 1976

M.A., University of California-Los Angeles, Latin American History, 1977

Ph.D., University of California-Los Angeles, History of Colonial Latin America, 1984

**Academic Experience** Professor, Tulane University, 1999-2009

Professor, Loyola University-Chicago, 1997-1999

Associate Professor, Loyola University-Chicago, 1991-1997

Assistant Professor, Loyola University-Chicago, 1985-1991

**Related Experience** National Endowment for the Humanities, Awards Panel, 2001, 2002

Executive Council, American Catholic Historical Association, 1998-2001

Howard F. Cline Book Prize Committee Chair, Conference on Latin American History, 1998-2000

Director, Latin American Studies Program, Loyola University-Chicago, 1991-1996

Associate Editor, UC MEXUS NEWS, University of California Consortium on Mexico and the United States, 1982-1984

**Distinctions** Frances Vinton Scholes Professor of Colonial Latin American History, Tulane University, 1999-

James Alexander Robertson Memorial Prize, best article published in the *Hispanic American Historical Review*, 2001

National Endowment for the Humanities Long-term Fellowship, 1999-2000

**Language & Proficiency** Spanish 4; Portuguese 2; Nahuatl 1

**Overseas Experience** Mexico

**Research & Teaching Specializations** Mexico; Mesoamerican Social History; Early Nahuatl Philology

**Selected Publications**

2009. *The Conquest All Over Again: Nahuas and Zapotecs Thinking, Writing, and Painting Spanish Colonialism*. Editor, with David Cahill. Sussex: Sussex Academic Press.

2000. "Jesuits, Nahuas, and the Good Death Society in Mexico City, 1710-1767." *Hispanic Amc. Historical Rev.* 80 (1).

1998. "The First American Valentine: Nahuatl Courtship and Other Aspects of Family Structuring in Mesoamerica." *Journal of Family History*. 23 (4): 341-354.

1997-2005. *Codex Chimalpahin*. 6 vols. Translator and editor, with Arthur J. O. Anderson (Vol. 1 and 2), James Lockhart and Doris Namala (Vol. 3), and Anne J. Cruz et al. (vol. 6). Norman: University of Oklahoma Press.

1992. *Chimalpahin and the Kingdoms of Chalco*. Tucson: University of Arizona Press.

**Latin American-Related Courses Taught in Last 2 years** Colonial Heritage of LA; Colonial Mex; Southwest History

**Number of Dissertations or Theses Supervised in the Past 5 Years** 11

**DANIEL SHARP, MUSIC**

B.A., Grinnell College, Music, 1995

M.A., University of Texas at Austin, Latin American Studies, 2001

Ph.D., University of Texas at Austin, Ethnomusicology, 2006

**Academic Experience** Assistant Professor, Tulane University, 2008-

Visiting Assistant Professor, The College of William and Mary, 2007-2008

Visiting Instructor/Assistant Professor, Bowdoin College, 2006-2007

**Related Experience** Ethnographic Field Research, Brazil, 1999-

**Distinctions** Latin American Graduate Organization (LAGO) Outstanding Faculty Member Service Award, 2011

Outstanding Paper Prize by the Association of Graduate Ethnomusicology and Musicology Students at the University of Texas for "Imperialist Nostalgia and Cultural Nationalism in Buena Vista Social Club," 2002

**Language & Proficiency** Portuguese 5; Spanish 5

**Overseas Experience** Brazil

**Research & Teaching Specializations** Ethnomusicology, Brazil

**Selected Publications**

In Production. *Between Nostalgia and Apocalypse: Popular Music and the Staging of Brazil*. Middletown, CT: Wesleyan University Press Music/Culture Series.

Forthcoming. "Locating Brazilian Music in the Chicago Post-Rock Scene." In *Bossa Nova in the United States*. Jason Stanyek and Frederick Moehn, eds. Oxford: Oxford University Press.

2011. "Of Mud Huts and Modernity: The Performance of Civic Progress in Arcoverde's São João Festival." In *Brazilian Popular Music and Citizenship*. Chris Dunn and Idelber Avelar, eds. Durham: Duke University Press.

2011. "Performing the Migrant, Performing Home: Televised Nostalgia in Northeast Brazil." *Latin American Music Review* 32 (2).

2010. "'This is really the desert! The tough, brutal desert!': Dreams of a Mud House Tourist Destination." *Anthropology News*.

**Latin American-Related Courses Taught in Last 2 years** Latin American Music: The Caribbean; Latin American Music: Brazil; World Musics; Latin American Popular Music; Music of Brazil; Music of the African Diaspora in Latin America; Worlds of Music

**Number of Dissertations or Theses Supervised in Past 5 Years** 10

**MAUREEN E. SHEA, SPANISH & PORTUGUESE**

B.A., Frostburg State College, Spanish, 1975

M.A., Colorado State University, Hispanic Literature, 1978

Ph.D., University of Arizona, Latin American Literature, 1987

**Academic Experience** Associate Professor, Tulane University, 1994-

Assistant Professor, Tulane University, 1990-1994

**Related Experience** Undergraduate Advisor, Department of Spanish and Portuguese, Tulane University, 2007-

Director, Women's Studies Program, Tulane University, 2004-2005

Editor, Twentieth Century Cultures Encyclopedia Series on Latin American Literature, 1994-1995

**Distinctions** Simón Rodríguez Award for Excellence in Undergraduate Teaching, Tulane University, 2001

Mortar Board Teaching Awards, Tulane University, 1997, 1998, 2000, 2001, 2004, 2005

**Language & Proficiency** Spanish 5; Portuguese 3; Italian 3

**Overseas Experience** Mexico ; Guatemala ; Argentina

**Research & Teaching Specializations** Latin American Literature; Guatemala; Women's Testimonio

**Selected Publications**

2004. "Contra el Imperio: Voces de los Andes desafían la hegemonía Occidental." In *Construcción y poética del Imaginario Boliviano*. Josefa Salmon, editor. La Paz, Bolivia.

2002. "Asalto al paraíso: Tatiana Lobo Asalta la Historia Oficial." *Revista Comunicacion*. San Jose, Costa Rica.

2000. *Culture and Customs of Guatemala*. Westport, CT: Greenwood.

1996. "La complicidad subversiva de Catalina Guzmán y Angeles Mastretta: Arráncame la vida." *Journal of Hispanic Philology*. 17: 239-260.

1993. *Women as Outsiders: Undercurrents of Oppression in Latin American Women's Novels*. San Francisco: Austin & Winfield.

**Latin American-Related Courses Taught in Last 2 years** Latin American Women Writers, Indigenismo and Beyond, Social Problems in Spanish American Literature

**Number of Dissertations or Theses Supervised in the Past 5 Years** 11

**THOMAS SHERRY, ECOLOGY & EVOLUTIONARY BIOLOGY**

B.A., Dartmouth College, Biology, 1973

M.A., Dartmouth College, Biology, 1975

Ph.D., University of California-Los Angeles, Ecology, 1981

**Academic Experience** Professor, Tulane University, 1999-

Associate Professor, Tulane University, 1994-1999

Assistant Professor, Tulane University, 1989-1994

**Related Experience** Treasurer, International Ornithologists Union, 2011-

**Distinctions** NSF "Deepwater Horizon oil spill: Impacts on migratory shorebirds and carry-over effects to distant ecosystems." For 2 years, with Caz Taylor. (\$198,000), 2010-2012

NSF "Dissertation research: Do mesoherbivores drive Neotropical rainforest understory insectivorous bird declines by limiting availability of preferred foraging microhabitat?" to support Nicole Michel's dissertation), 2010-2012

**Language & Proficiency** Spanish 3; French 4;

**Overseas Experience** Costa Rica; Jamaica; France; Cuba; Panama

**Research & Teaching Specializations** Natural Sciences; Tropical Ornithology; Population Limitation and Regulation of Migratory Birds; Habitat Selection; Feeding Ecology and ecological specialization in birds; Conservation of Biological Diversity.

**Selected Publications**

2014. Michel, N.L., T.W. Sherry, and W.P. Carson. "The omnivorous collared peccary negates an insectivore re-generated trophic cascade in Costa Rican wet tropical forest understorey." *Journal of Tropical Ecology* 30: 1-11.

2014. Michel, N.L., D.R. Robinson, and T.W. Sherry. "Liana-bird relationships: a review." In *Ecology of Lianas*, S.A. Schnitzner, F. Bongers, R. Burnham, and F.E. Putz, eds. Wiley-Blackwell Publishing, Oxford. Accepted for publication (5 June 2013).

2013. Douglas, L.R., G. Winkel, and T.W. Sherry. "Does the bananaquit benefit commensally from parrot frugivory? An assessment using habitat quality." *Biotropica* 45: 457-464.

2012. Robinson, W.D., and T.W. Sherry. "Mechanisms of avian population decline and species loss in tropical forest fragments." *Journal of Ornithology* 153 (Suppl 1): S141-S152. (DOI 10.1007/s10336-011-0806-y)

2012. Woltmann, S., B.D. Kreiser, and T.W. Sherry. "Fine-scale genetic population structure of an understory rainforest bird in Costa Rica." *Conservation Genetics* 13: 925-935.

**Latin American-Related Courses Taught in Last 2 years** General Ecology; Conservation Biology; Tropical Conservation and Global Change (CIAPA Study-Abroad Semester, San José, Costa Rica)

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

**DALE SHUGER, SPANISH & PORTUGUESE**

B.A., Harvard University, Romance Languages, 2001

Ph.D., New York University, Spanish & Portuguese, 2008

**Academic Experience** Assistant Professor, Tulane University, 2013-

Visiting Assistant Professor, Tulane University, 2012-2013

Assistant Professor, Columbia University, 2008-2012

**Related Experience** Undergraduate Advisor for Spanish Majors, Tulane University, 2013-

**Distinctions** MacDonald Junior Faculty Summer Grant, 2009

MacCracken Fellowship, 2001-2006

**Language & Proficiency** Spanish

**Research & Teaching Specializations** Early modern Spanish literature, Inquisition and legal history in Spain and colonial Latin America

**Selected Publications**

2013. "A Curious *Relación*: Event and Account of the *Auto de fe*." *Bulletin of Hispanic Studies* 90(4).

2012. *Don Quixote in the Archives: Madness in Life and Literature in Early Modern Spain*. Edinburgh: Edinburgh Critical Studies in Renaissance Culture.

2011. "Beyond Allegory: Meanings of Madness in Early Modern Spain." In *Diseases of the Imagination*. Ed. Yasmin Haskell.

2009. "Madness on Trial." *Journal of Spanish Cultural Studies* 10(3): 277-297.

**Latin American-Related Courses Taught in the Last 2 Years** Introduction to Spanish Culture; Early Readings in Spanish Literature; Reading the Illiterate: Popular Culture in Early Modern Spain; Literature of the Spanish Golden Age; Witches, Sorcerers, and Prophets in Spain 1500-1800; Spanish Golden Age Poetry; Don Quijote de la Mancha

**G. EDUARDO SILVA, POLITICAL SCIENCE**

B.F.A., University of Texas at Austin, 1977

M.A., New York University, Latin American and Caribbean Studies, 1983

Ph.D., University of California, San Diego, Political Science, 1991

**Academic Experience** Professor, Tulane University, 2010-

Professor, University of Missouri, St. Louis, 2002-2010

Associate Professor, University of Missouri, St. Louis, 1997-2002

Assistant Professor, University of Missouri, St. Louis, 1991-1997

**Related Experience** Member, Global Development Network's "Global Research Capacity Building Program," 2012-Member, Advisory Board, "Environmental Governance in Latin America and the Caribbean: Developing Frameworks for Sustainable and Equitable Natural Resource Use," Center for Documentation and Research on Latin America at the University of Amsterdam, 2010-

Editorial Board, Center for Research and Documentation on Latin America book series, Brill publishers, Amsterdam, The Netherlands, 2006-

Consultant, Inter-American Development Bank, 2011

**Distinctions** Fulbright Senior Specialist Scholar, 2011

Senior Research Associate Fellowship, North-South Center, "Broad-Based Sustainable Development and Forest Policy in Chile," 1996

Advanced Research Award, Social Science Research Council, "The Politics of Sustainable Development: Native Forest Policy in Latin America," 1995

**Language & Proficiency** Spanish; German

**Research & Teaching Specializations** Latin American Politics; Comparative Political Economy; Sustainable Development

**Selected Publications**

2013. "Social Movements, Policy, and Conflict in Post-Neoliberal Latin America: Bolivia in the Time of Evo Morales," *Research in Political Sociology* 21: 51-76.

2013. *Transnational Activism and National Movements in Latin America: Bridging the Divide*. New York: Routledge.

2012. "Exchange Rising? Karl Polanyi and Contentious Politics in Latin America," *Latin American Politics and Society*, 54, 3: 1-32.

2009. *Challenging Neoliberalism in Latin America*. New York: Cambridge University Press.

2007. "The Import-Substituting 'Model': Chile in Comparative Perspective." *Latin American Perspectives*. 34.3 (154): 69-92.

**Latin American-Related Courses Taught in Last 2 years** People, Power and Politics in Latin America; Governments of Latin America

**Number of Dissertations or Theses Supervised in the Past 5 Years** 3



**DAVID SMILDE, SOCIOLOGY**

B.A., Calvin College, Sociology & Philosophy, 1989

M.A., University of Chicago, Sociology, 1994

Ph.D., University of Chicago, Sociology, 1994

**Academic Experience** Professor, Tulane University, 2014-

Associate Professor, University of Georgia, 2001-2014

**Related Experience** Editor-in-Chief, *Qualitative Sociology*, 2011-2015

Senior Fellow, Washington Office on Latin America, 2011-

Consultant, Latin America Program, Open Society Foundations, 2008-

Chair, Section on Venezuelan Studies, Latin American Studies Association, 2010-2012

Executive Council, University of Georgia Latin American and Caribbean Studies Institute, 2008-2012

**Distinctions** Finalist, Clifford Geertz Book Award, 2009

Winner, Distinguished Book Award, Section on the Sociology of Religion, American Sociological Association, 2009

Honorable Mention, Distinguished Article Award, Section on Collective Behavior and Social Movements, American Sociological Association, 2006

**Language & Proficiency** Spanish 4

**Overseas Experience** Venezuela

**Research & Teaching Specializations** religion, politics and protest in Venezuela, qualitative methods

**Selected Publications**

2013. "Strategic Posture Review-Venezuela." In *World Politics Review*. September 17.

2012. *Religion on the Edge: Decentering and Recentering the Sociology of Religion*. With Courtney Bender, Wendy Cadge, Peggy Levitt. New York: Oxford University Press.

2011. *Venezuela's Bolivarian Democracy: Participation, Politics and Culture in Venezuela's Bolivarian Democracy*. Editor with Daniel Hellinger. Durham, NC: Duke University Press.

2007. *Reason to Believe: Cultural Agency in Latin American Evangelicalism*. Berkeley: University of California Press.

2002. *Protesta y Cultura en Venezuela: Los Marcos de Acción Colectiva en 1999*. With Margarita López Maya and Keta Stephany. Caracas: FACES-UCV/CENDES/FONACIT.

**Latin American-Related Courses Taught in Last 2 years** Development of Sociological Theory

**FELIPE SMITH, ENGLISH**

B.A., University of New Orleans, Secondary Education, 1973

M.A., University of New Orleans, English Literature, 1978

Ph.D., Louisiana State University, English Literature, 1988

**Academic Experience** Associate Professor, Tulane University, 1994-

Assistant Professor, Tulane University, 1988-1994

Visiting Assistant Professor, Tulane University, 1986-1988

**Related Experience** Director, African and African Diaspora Studies, Tulane University, 1993-1996, 1997-2008

**Language & Proficiency** Spanish 3

**Overseas Experience** Puerto Rico; Cuba

**Research & Teaching Specializations** USA; Caribbean; African-American Literature; American Literature; Diasporan Literature

**Selected Publications**

2013. "'Things You'd Imagine Zulu Tribes to Do': The Zulu Parade in New Orleans Carnival." *Los Angeles African Arts* 42(6): 22-35.

2010. "The African Diaspora as Imagined Community." In *Global Circuits of Blackness: Race, Space, Citizenship, and Modern Subjectivities*. Jean Rahier, Percy Hintzen and Felipe Smith, eds. University of Illinois Press.

2008. "The Condition of the Mother: The Legacy of Slavery in African American Literature of the Jim Crow Era." In *Women and Slavery: Volume Two*. Gwyn Campbell, Suzanne Miers and Joseph C. Miller, eds. Athens, OH: Ohio University Press. 231-250.

2004. "Claude McKay's 'Sensitive Savages': Prospero and Caliban in the Metropole." In *Prospero's Isles*. Diane Accaria, editor. Oxford: Macmillan.

2001. "The Economics of Enchantment: Two Montego Bay Great House Tours." In *Caribbean 2000: Cultural (Con) Fusion*. Lowell Fiet and Janette Becera, eds. San Juan, Puerto Rico: University of Puerto Rico Press.

1998. *American Body Politics: Race, Gender, and Black Literary Renaissance*. Athens: University of Georgia Press.

**Latin American-Related Courses Taught in Last 2 years** African-American Literature; New Orleans in Words and Music; Contemporary Black Women Writers; Later Major Authors: Morrison and Wilson; African Diaspora Culture and Literature

**Number of Dissertations or Theses Supervised in the Past 5 Years** 5

**NANETTE ARCHER SVENSON, PAYSON CENTER**

B.A., Stanford University, Human Biology, 1985

Certificate in Japanese, Sophia University, Tokyo, 1988

M.B.A., IESE Universidad de Navarra, Barcelona, 1992

M.S., Tulane University, International Development, 2006

Ph.D., Tulane University, International Development, 2009

**Academic Experience** Adjunct Professor, Tulane University, 2011-

**Related Experience** Capacity Development Programme Specialist, UNDP Regional Centre for Latin America and the Caribbean, Panama, 2006-2007

Research/Knowledge Management Officer, UNDP Regional Centre for Latin America and the Caribbean, Panama, 2002-2005

Administrator, Galindo, Arias & López, Panama, 1999-2001

Director of Media & Market Research, Cerebro Young & Rubicam, Panama, 1993-1995

**Distinctions** Julien and Vernon Cornell Distinguished Visiting Professor, Swarthmore College, 1989-1990

Jishwanjee Pestonjee Khan Gold Medal for Economics, University of Sri Lanka, 1967

Lady Edwina Mountbatten Grant from the Sir Ernest Cassel Educational Trust, 1979

**Language & Proficiency** Spanish; Japanese

**Overseas Experience** Panama

**Research & Teaching Specializations** Economics; International Development; United Nations

**Selected Publications**

Forthcoming (2014). *The United Nations as a Knowledge Organization*. New York: Routledge.

2013. "Central American Exceptions: Institutions that Combine International Cooperation and Local Ingenuity." *Comparative International Higher Education*.

2012. "Research in Central America and the Value of International Academic Cooperation." *Higher Education*.

2011. "Panama's City of Knowledge: The First Decade." *International Higher Education*.

2009. "Globalization, Universities and Quality Assurance in Developing Countries: A Lesson from Panama on how Business can Undermine Vision." *International Higher Education*.

**Latin American-Related Courses Taught in Last 2 Years** The United Nations System: Past, Present and Future; Education and International Development; Public Policy and Social Welfare; United Nations Fieldwork

**RAYMOND C. TARAS, POLITICAL SCIENCE**

B.A., Université de Montreal, Political Science, 1967

M.Phil., University of Essex, Comparative Politics, 1974

Ph.D., University of Warsaw, Political Studies, 1982

**Academic Experience** Fulbright Distinguished Chair in European Studies, University of Warsaw, 2013-2014

Willy Brandt Professor, Malmö University, Sweden, 2010-2011

Professor, Tulane University, 1996-

Visiting Professor, Aalborg University, Denmark, 1999

Associate Professor, Tulane University, 1988-1996

Assistant Professor, Tulane University, 1984-1988

**Related Experience** Visiting Fellow, European University Institute, Florence, Italy, 2010

Visiting Scholar, Stanford University, 2006, 2009

Consultant, International Institute for Democracy and Electoral Assistance, Stockholm, 1997-1999

**Distinctions** Latin American Studies Research Grant, 2012

Latin American Studies Center Travel and Research Grants, Tulane University, 2006

National Endowment for the Humanities, "Global Texts, Cultural Contexts," 2003-2006

**Language & Proficiency** French 5; Polish 5; Russian 3; Spanish 3;

**Overseas Experience** Mexico; Peru

**Research & Teaching Specializations** International Migration in South America; Nationalism; Postnationalism; Identity Politics; Casta Paintings

**Selected Publications**

2012. *Challenging multiculturalism: managing diversity across Europe*. Editor. Edinburgh: Edinburgh University Press.

2012. *Xenophobia and Islamophobia in Europe*. Edinburgh: Edinburgh University Press.

2010. *Understanding Ethnic Conflict. 4th edition*. With Rajat Ganguly. New York: Longman.

2009. *Europe old and new: transnationalism, belonging, xenophobia*. Boulder, CO: Rowman and Littlefield.

2008. "Nationalism and Conflict." In *Nations and Nationalism: A Global Historical Overview*. H. Herb and David H. Kaplan, eds. Santa Barbara, CA: ABC-CLIO. 1: 14-28.

**Latin American-Related Courses Taught in Last 2 years** Politics and Literature; Controversy over Immigration; Phobias and Foreign Policy; Politics and Nationalism; Politics and Film

**Number of Dissertations or Theses Supervised in the Past 5 Years** 10

**JOHN M. TRAPANI III, BUSINESS**

B.A., University of Texas-Arlington, Economics, 1968

M.A., University of Texas-Arlington, Economics, 1969

Ph.D., Tulane University, Economics, 1972

**Academic Experience** Professor, Tulane University, 1994-

Professor, University of Texas-Arlington, 1981-1989

Assistant/Associate Professor, Tulane University, 1974-1981

Assistant Professor, University of Texas-Arlington, 1972-1974

**Related Experience** Project Director, Inter-American Development Bank, Burkenroad Reports for Latin America "Investment research in Mexico, Colombia, and Venezuela."

Associate Dean for Executive and International Programs, Tulane University, 1989-1990, 2010--

Director, Goldring Institute of International Business, School of Business, Tulane University, 1992--

**Distinctions** John M. Trapani III Professorship established in the Freeman School of Business, 2013

Martin F. Schmidt Chair in Business and Economics, A.B. Freeman School of Business, Tulane University, 2001-

Morton A. Aldrich Professor of Business and Economics, Tulane University, 1994-2001

**Language & Proficiency** Spanish 1

**Research & Teaching Specializations** Industrial Organization; Economics of Regulation; Applied Econometrics

**Selected Publications**

1994. "A Hedonic Approach to Assessing the Welfare Effects of U.S. Airline Deregulation." With Martin Gaynor. *Applied Economics*.

1987. "Earnings Differentials and Market Structure." With Joyce Shackett. *Journal of Human Resources*. 22 (4).

1987. "An Analysis of Pricing and Production Efficiency of Public and Private Utilities in the U.S." With Paul Hayashi. In *Regulating Utilities in an Era of Deregulation*. Michael Crew, editor. London: The Macmillan Press.

1986. "Eminent Domain: A New Industrial Policy Tool, Comment." *Journal of Institutional and Theoretical Economics*. 142 (1).

1985. "Pricing Efficiency Under Rate of Return Regulation: Some Empirical Evidence for the Electric Utility Industry." With Paul Hayashi and Melanie Sevier. *Southern Economic Journal*. 51.

**Latin American-Related Courses Taught in Last 2 years** Global Leadership I; MBA required course

**BEVERLY TRASK, THEATRE DANCE**

B.S., University of Southern Mississippi, 1970

M.F.A., Southern Mississippi, 1977

**Academic Experience**

Associate Professor, Tulane University, 1996-

Assistant Professor, Tulane University, 1989-1996

Instructor, Tulane University, 1979-1981

**Related Experience** Choreographer, 16 x 16 Newcomb Dance Company, 2009

Actress, "Cabaret" "Oklahoma" and "History Boys", New Orleans 2008

Director, "Women in Motion", Femme Fest, New Orleans, 2006

Co-coordinator, "Katrina Warriors", Tulane University, 2006

Fine Arts Survey Writing Team Member, Superintendent's Task Force on Arts, Louisiana Department of Education, 1990-1991

**Distinctions** Gambit Award, Best Choreography, New Orleans, 2009

Gambit Nomination, Best Supporting Actress in a Musical, New Orleans, 2009

Gambit Nomination, Best Supporting Actress in a Drama, New Orleans, 2009

Outstanding Teaching Award, Tulane University, 1999

Outstanding Newcomb Fellow, Tulane University, 1998

**Language & Proficiency** Spanish 1

**Research & Teaching Specializations** Afro-Caribbean Dance and Performance; Jazz and Tap, Modern Dancing

**Latin American-Related Courses Taught in Last 2 years** Social Dancing in the US

**CONSTANTINO URCUYO, CIAPA**

Lic., University of Costa Rica, Law and Notary, 1972

Ph.D., University of Paris V Sorbonne, Political Sociology, 1978

**Academic Experience** Professor, Centro de Investigación y Adiestramiento Político Administrativo (CIAPA), Costa Rica, 1976-

Professor, University of Costa Rica, 1978-1990

**Related Experience** Member of the Board, Institute of Political Studies, INDEP, 1990-

Political Advisor, Social Christian Unity Party, 1986

Charter Member, Lizano and Urcuyo Law Firm, 1981-

Director, School of Political Science, University of Costa Rica, 1978-1984

**Distinctions** Vice-President, Costa Rican Association for Development Organizations (ACORDE), 1986-1989

Vice-President, Association of Civic Formation, Costa Rica, 1986

President, Costa Rican Association of Political Science, 1984

**Language & Proficiency** Spanish 5; French 5; Italian 2; Portuguese 2

**Overseas Experience** Costa Rica

**Research & Teaching Specializations** Central America; Political Science; Democratic Culture

**Selected Publications**

1990. *The Relationship between Civilians and the Military in Latin America*. Costa Rica: Militarization or Adaptation to New Circumstances? Washington, D.C.: Lexington Books.

1989. *Elecciones Generales, Bolivia*. San Jose: CAPEL.

1987. *El Papel de las Elecciones en los Procesos de Transición a la Democracia*. San Jose: CAPEL.

1986. *Alexis de Tocqueville y la Democracia en America*. San Jose: Autonomous University of Central America.

1986. *Los Derechos Humanos como Objeto de Reflexión de la Ciencia Política*. San Jose: Interamerican Institute of Human Rights.

**SUNSHINE A. VAN BAEL, ECOLOGY & EVOLUTIONARY BIOLOGY**

B.A., University of Chicago, 1996

Ph.D., University of Illinois at Urbana-Champaign, Animal Biology, Ecology and Evolutionary Biology, 2003

**Academic Experience**

Assistant Professor, Tulane University, 2012-

Associate Scientist, Smithsonian Tropical Research Institute, 2009

**Related Experience** Professor, Field Courses, Smithsonian Tropical Research Institute, 2004-2012

**Distinctions** National Science Foundation, "Research Experience for Undergraduates Supplement" S. Van Bael, 2012

Arizona State University – Smithsonian Tropical Research Institute (STRI) Collaborative Research "Drivers of Microbial Community Structure and Function in Tropical Soils" F. Garcia-Pichel, E. Herre, B. Turner, S. Van Bael, 2011

National Science Foundation (NSF), "Conflicts among members of interacting symbioses: How do symbiotic fungi influence plant defense against leaf-cutting ants?" S. Van Bael, W. Wcislo, S. Rehner, 2010

**Language & Proficiency** Spanish

**Overseas Experience** Australia; Thailand; Papua New Guinea; Brazil; Peru; Costa Rica; South Africa

**Research & Teaching Specializations** Community Ecology; Vertebrate Ecology; Microbial Ecology; Plant-Animal-Fungal Interactions; Multi-Trophic Interactions; Tropical Agriculture; Biodiversity

**Selected Publications**

2011. Van Bael, S.A., C. Estrada, W. Wcislo. *Fungal-fungal interactions in leaf-cutting ant agriculture*. Psyche doi: 10.1155/2011/617478.

2011. Schroth, G., D. Faria, M. Araujo, L. Bede, S.A. Van Bael, C.R. Cassano, L.C. Oliveira, J.H.C. Delabie. *Conservation in tropical landscape mosaics: the case of the cacao landscape of southern Bahia, Brazil*. Biodiversity and Conservation 20(8): 1635-1654.

2011. Urriola, J., A. Bethancourt, S.A. Van Bael. *Limited persistence of endophytic fungi in leaf-cutting ant gardens*. Neotropical Biology & Conservation 6(1): 1-4.

2011. Onoda, Y., M. Westoby... S.A. Van Bael... et al. *Global patterns of leaf mechanical properties*. Ecology Letters 14: 301-312.

2011. Connahs, H., A. Aiello, S.A. Van Bael, G. Rodríguez-Castañeda. *Caterpillar abundance and parasitism in a seasonally dry versus wet tropical forest of Panama*. Journal of Tropical Ecology 27: 51-58.

**Latin America-Related Courses Taught in Last 2 years** Tropical Ecology

**Number of Dissertations or Theses Supervised in Past 5 years** 2

**ENRIQUE VARELA, PSYCHOLOGY**

B.A., Loyola University, Psychology and Sociology, 1994

M.S., Emporia State University, Clinical Psychology, 1996

Ph.D., University of Kansas, Clinical Child Psychology, 2002

**Academic Experience** Associate Professor, Tulane University, 2009-

Assistant Professor, Tulane University, 2002-2009

Acting Director, School Psychology Program, Tulane University, 2008

**Related Experience** Director, School Psychology Program, Tulane University, 2013-

**Distinctions** National Institutes of Mental Health Grant, "Cognitive Mechanisms of Anxiety, Lat. Amc. Children," 08-09  
Louisiana Board of Regents Grant, 2003-2005

**Language & Proficiency** Spanish 5

**Overseas Experience** Mexico

**Research & Teaching Specializations** Cultural and Familial Influences in Children's Anxiety Expression; Effect of Contextual Factors on Parenting Practices of Hispanic Americans; Children's Reactions to Traumatic Events

**Selected Publications**

2013. "Parenting practices, interpretive biases, and anxiety in Latino children." With Niditch, L.A., Hensley-Maloney, L., Moore, K.W., & Creveling, C.C. *Journal of Anxiety Disorders* 27: 171-177.

2009. "The Influence of Culture on Anxiety in Latino Youth: A Review." With Hensley-Maloney L. *Clinical Child and Family Psychology Review*. 12: 135-149.

2009. "Parenting Strategies and Socio-cultural Influences in Childhood Anxiety: Mexican, Latin American Descent and European American Families." With Sanchez-Sosa, J.J., Biggs, B.K., and Luis, T.M. *Journal of Anxiety Disorders*. 23: 609-616.

2008. "Parenting practices and childhood anxiety reporting: A comparison of Mexican, Mexican American, and European American youth." With Luis T. and Moore K. *Journal of Anxiety Disorders*. 22: 1011-1020.

**Latin American-Related Courses Taught in Last 2 years** Independent Studies

**Number of Dissertations or Theses Supervised in the Past 5 Years** 15

**JOHN VERANO, ANTHROPOLOGY**

B.A., Stanford University, Anthropology, 1977

M.A., University of California-Los Angeles, Anthropology, 1980

Ph.D., University of California-Los Angeles, Anthropology, 1987

**Academic Experience** Professor, Tulane University, 2009-

Associate Professor, Tulane University, 2000-2009

Assistant Professor, Tulane University, 1994-2000

**Related Experience** Co-director of Excavation and Lab Director, Platform III, Pyramids of Moche, Northern Peru, 2012  
Conducted osteological analysis of human skeletal remains from site of Marcajirca, Callejón de Conchucos, Department of Ancash, Peru, 2011

**Distinctions** Fellowship in Pre-Columbian Studies, Dumbarton Oaks, Washington, DC, 2006-2007

National Geographic Society Research Grants, 2000-2001, 2005-2006

**Language & Proficiency** Spanish 5

**Overseas Experience** Peru; Chile; Mexico

**Research & Teaching Specializations** Peru; Physical Anthropology; Bioarchaeology; Paleopathology; Forensic Anthropology

**Selected Publications**

2014. Scherer, Andrew, and John W. Verano (editors). *Embattled Bodies, Embattled Places: War in Pre-Colombian Mesoamerica and the Andes*. Washington, D.C.: Dumbarton Oaks Pre-Columbian Symposia and Colloquia.

2011. "Human Skeletal Remains from Chotuna." In *Chotuna and Chornancap: The Excavation of an Ancient Peruvian Legend*. Ed. Christopher B. Donnan. Cotsen Institute of Archaeology, University of California, Los Angeles, pp. 185-194.

2011. "Estudio bioantropológico de los restos humanos del Sector II, Punta Lobos, valle de Huarney." With J. Maria Toyne. In *Arqueología de la Costa de Ancash. ANDES 8: Boletín del Centro de Estudios Precolombianos de la Universidad de Varsovia*. Ed. M. Giersz. pp. 421-446. Varsovia, Poland; Lima, Peru: l'Institut français d'études andines.

2011. "Human Remains." With Jack Rossen. In *From Foraging to Farming in the Andes: New Perspectives on Food Production and Social Organization*. Ed. Tom Dillehay. Cambridge: Cambridge University Press, pp. 163-175.

2008. "Cranioplasty in Ancient Peru: A critical review of the evidence, and a unique case from the Cuzco Area." With Andrushko, V.A. *International Journal of Osteoarchaeology*. 18: 1-11.

**Latin American-Related Courses Taught in Last 2 years** Forensic Anthropology; Principles of Forensic Anthropology; Human Paleopathology; Bones, Bodies and Disease; Bioarchaeology of Mummies

**Number of Dissertations or Theses Supervised in the Past 5 Years** 8

**DAWN WESSON, TROPICAL MEDICINE**

B.A., North Central College, Biology and Spanish, 1983

M.S., University of Chicago, Illinois, Ecology, 1985

Ph.D., University of Notre Dame, Medical Entomology, 1991

**Academic Experience** Associate Professor, Tulane School of Public Health and Tropical Medicine, 1999-

Assistant Professor, Tulane School of Public Health and Tropical Medicine, 1993-1999

**Related Experience** Member, Core Working Group for Human Subjects Protection in Vector Research, NIAID, 2009-2014-

**Distinctions** Vice President and President, Louisiana Mosquito Control Association, 2000-2002

**Language & Proficiency** Spanish

**Overseas Experience** Peru; Mexico; Honduras; Thailand; Argentina

**Research & Teaching Specializations** Tropical Medicine; Anthropol-borne tropical pathogens; Novel vector control methods

**Selected Publications**

Forthcoming. With Moudy R, Michaels S, Jameson S, Londono B, Lopez V, Caillouet KA, Hallmark C, Foppa IM, and Dorn PL. Analysis of household environmental factors associated with peridomestic *Triatoma sanguisuga* (Hemiptera: Reduviidae) presence in southeastern Louisiana, USA. *J. Med. Entomol.*

2013. With Buekens P, Cafferata ML, Alger J, Althabe F, Belizan J, Carlier Y, Ciganda A, Dumonteil E, Gamboa-Leon R, Howard E, Matute ML, Sosa-Estani S, Truyens C, and Zuniga C. Congenital transmission of *Trypanosoma cruzi* in Argentina, Honduras, and Mexico: study protocol. *Reprod Health* 10: 55. Doi: 10.1186/1742-4755-10-55.

2012. With Rider, Byrd, Keating, Caillouet. PCR detection of malaria parasites in desiccated *Anopheles* mosquitos is unihibited by storage time and temperature. *Malaria J.* 11(193).

2012. With Mendenhall, Tello, Neira, Castillo, Ocampo. Host preference of the arbovirus vector *Culex erraticus* in Sonso Lake, Cauca Valley Department, Colombia. *J. Med. Entomol.* 49(4)

2012. With Mendenhall, Bahl, Blum. Genetic structure of *Culex erraticus* populations across the Americas. *J. Med. Entomol.* 49(4)

**Latin American-Related Courses Taught in Last 2 Years** Medical Entomology

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

**EDWARD WHITE, ENGLISH**

B.A., George Washington University, French Literature, 1987

M.A., University of Vermont, English, 1990

M.A., Cornell University, English, 1993

Ph.D., Cornell University, English, 1998

**Academic Experience** Associate Professor, Tulane University, 2013-

Associate Professor, University of Florida, 2005-2013

Assistant Professor, Louisiana State University, 1998-1999 & 2000-2005

**Related Experience** Editorial Board Member, *American Literature*, 2011-2013

**Distinctions** Humanities Scholarship Enhancement Fund, for "H.H. Breckenridge's Journalistic Career," research in Pittsburgh, summer 2010

Foerster Prize, Best Essay in *American Literature*, 2003

Learning Community Incentive Grant, Louisiana State University, 2002-2003

Regents Research Grant Aware, Louisiana State University, 2001

Manship Summer Fellowship, Louisiana State University, 1999

**Research & Teaching Specializations** Early American Literature; Antebellum Abolitionist Writing; Haiti

**Selected Publications**

2010. "The Constitution of Toussaint: Another Origin of African American Literature." With Michael Drexier. In *A Companion to African American Literature*. Gene Jarret, ed. New York: Wiley-Blackwell.

2010. "Divided We Stand: Emergent Conservatism in Royall Tyler's *The Algerine Captive*." *Studies in American Fiction* 37(1): 5-27.

2007. "History as Literature." In *The Oxford Handbook of Early American Literature*. Kevin J. Hayes, ed. New York: Oxford University Press.

2005. *Backcountry and the City: Colonization and Conflict in Early America*. Minneapolis: University of Minnesota Press.

**TOBY WIKSTROM, FRENCH & ITALIAN**

B.A., Carleton College, French Literature, 1996

M.A., University of Wisconsin-Madison, 2002

M.Phil., Columbia University, French, 2006

Ph.D., Columbia University, French Literature, 2010

**Academic Experience** Assistant Professor, Tulane University, 2012-

Visiting Assistant Professor, Tulane University, 2010-2012

**Related Experience** French instructor for staff and parents, Public School 125, 2007-2008

**Distinctions** Committee on Research Summer Research Fellowship, 2013

Newcomb College Institute Fellow, 2012-

Committee on Research International Travel Grant, Tulane University, 2012

**Language & Proficiency** Swedish; French; Icelandic; Italian; Latin

**Research & Teaching Specializations** French 16<sup>th</sup>-18<sup>th</sup> Century Literature; French Theater; Performance Theory; Literature and Law; Early Modern Cross-Cultural Encounters; Atlantic Slave Trade; Francophone Diaspora; Mediterranean Studies; Post-Colonial Theory

**Selected Publications**

Forthcoming. "Was There a Pan-European Orientalism? Comparing the Representation of the Muslim 'Orient' in Captivity Narratives from Iceland and the Spanish Netherlands (1628-1656)." In *Dialectics of Orientalism in Early Modern Europe*. Marcus Keller and Javier Irigoyen, eds. New York: Palgrave Macmillan.

2012. "The Ambivalence of European Conquest: Jacques Du Hamel's *Acoubar ou la loyauté trahie* (1603)", *Découvrir de nouveaux mondes et les définir juridiquement (du Moyen Âge aux débuts de l'Âge moderne)*, ed. Nicolas Lombart, Brepols.

2007. Translation (with Natacha Israël), "Le droit dans et comme littérature: la signification autogénérée dans le roman de procédure." By Richard Wisberg. *Raisons politiques* 27: 37-49.

**Latin American-Related Courses Taught in Last 2 Years** Early Modern Cultural Encounters; French Media and Oral Performance

**Number of Dissertations or Theses Supervised in Past 5 Years** 2

**LAURA WISE, STONE CENTER FOR LATIN AMERICAN STUDIES**

B.A., University of Georgia, Linguistics and Romance Languages, 2009

M.A., University of Georgia, Spanish Linguistics, 2011

**Related Experience** Program Manager, Cuban and Caribbean Studies Institute and Stone Center for Latin American Studies, 2012-

Coordinator at Latin American and Caribbean Studies Institute, University of Georgia, 2010-2011

Mireme Portfolio Project Team Member, Institute on Human Development & Disability, University of Georgia, 2010-2011

**Language & Proficiency** Spanish 4; Portuguese 3

**Overseas Experience** Brazil

**Key Responsibilities**

- Manages the planning, logistical, financial, risk management, and promotional aspects of the Summer Abroad in Latin America programs
- Manages educational travel, special academic activities, conferences, symposia and other special event programming

## **JUSTIN WOLFE, HISTORY**

B.A., Oberlin College, Economics and Latin American Studies, 1990

M.A., University of California-Los Angeles, History, 1993

Ph.D., University of California-Los Angeles, History, 1999

**Academic Experience** Associate Professor, Tulane University, 2007-

Assistant Professor, Tulane University, 2000-2007

**Related Experience** Co-founder and organizer of The Seminar on Historical Change and Social Theory

**Distinctions** National Endowment for the Humanities (NEH) Summer Stipend, 2013

Mayers Fellowship, Huntington Library, 2013

**Language & Proficiency** Spanish 5; Portuguese 4; French 3

**Overseas Experience** Nicaragua; Costa Rica; Guatemala; Spain; Brazil

**Research & Teaching Specializations** Post-colonial social and cultural history; nation-state formation; race and ethnicity; African diaspora; Central America

### **Selected Publications**

2010. *Between Race and Place: Blacks and Blackness in Central America*. Editor with Lowell Gudmundson. Durham: Duke University Press.

2010. "'The Cruel Whip': Race, Politics and Manifest Destinies in Nineteenth-Century Nicaragua." In *Between Race and Place: Blacks and Blackness in Central America*. Edited with L. Gudmundson. Durham: Duke UP.

2010. "Soldiers and Statesmen: Race, Nation and the Paradoxes of Afro-Nicaraguan Military Service, 1844-1869." In *War, Protest and Identity: Military Struggle and the Formation of Race, Community and Nation in Latin America 1850-1950*. Nicola Foote and René H. Horst, eds. Gainesville: University Press of Florida.

2009. "La ejecución de Ponciano Corral en Granada, Nicaragua/The Execution of Ponciano Corral in Granada, Nicaragua." *Mesoamérica* 51.

2007. *The Everyday Nation-State: Community, Ethnicity and Nation in Nineteenth-Century Nicaragua*. Lincoln: U of Nebraska P.

**Latin American-Related Courses Taught in Last 2 years** Intro to LA Hist; Modern Ctrl Amc; History of Central Amc; U.S.-LA Relations; Narrating Race and Nation in LA; Peasants, Rebellion and the State in LA; Race and Ethnicity in Central Amc ; Historiography of Modern Latin America

**Number of Dissertations or Theses Supervised in the Past 5 Years** 5

## **EDITH A.G. WOLFE, STONE CENTER FOR LATIN AMERICAN STUDIES**

B.A., University of California, Davis, Art History, 1986

B.S., University of California, Environmental Design, 1986

M.A., University of California, Los Angeles, Latin American Studies, 1993

Ph.D., The University of Texas at Austin, Art History, 2005

**Academic Experience** Administrative Assistant Professor, Tulane University, 2005-

**Related Experience** Assistant Director of Undergraduate Affairs, Stone Center for Latin American Studies, Tulane University, 2005-

**Distinctions** Newcomb Fellows Research Grant, Newcomb College Institute, Tulane University, 2011

**Language & Proficiency** Portuguese 5; Spanish 5; French 2; German 2;

**Overseas Experience** Brazil ; Mexico ; Guatemala ; Nicaragua

**Research & Teaching Specializations** Alternative modernisms; avant-garde and underdevelopment; primitivism; globalization; national, transnational and diasporic cultures/identities; colonialism, postcolonialism, cosmopolitanism and subaltern studies; cultural politics and exhibition practices

### **Selected Publications**

Forthcoming. "Paris as Periphery: Vicente do Rêgo Monteiro and Brazil's Discrepant Cosmopolitanism." *The Art Bulletin*.

Forthcoming. "'Exiled from the World': German Expressionism, Brazilian Modernism and the Interstitial Primitivism of Lasar Segall." In *KulterConfusão: On Interculturality and German-Brazilian Encounters*. Edited by Anke Finger, Gabi Kathöfer, and Christopher Larkosh. Berlin/New York: De Gruyter Collection.

2010. Review of "O sol do Brasil: Nicolas-Antoine Taunay e as desventuras dos artistas franceses na corte de Dom João. By Lilia Moritz Schwarcz. *Journal of Latin American and Caribbean Anthropology* 15(1): 238-40.

2007. Review of "Casta Painting: Images of Race in Eighteenth Century Mexico." By Ilona Katzew. In *Exploring New World Imagery*. Donna Pierce, ed. *Ethnohistory*. 54 (4): 775-777.

2006. "Lygia Clark, Compição 5" and "Lygia Clark, Obra mole". In *The Geometry of Hope: Abstract Art from the Patricia Phelps de Cisneros Collection*. Gabriel Perez Barreiro, ed. Austin: Blanton Museum of Art. 142-144, 201-202.

**Latin American-Related Courses Taught in Last 2 years** Introduction to Latin American Studies I & II; Capstone Seminar for Graduating Seniors in Latin American Studies; Model Organization of American States; Cosmopolitanisms in Latin American Art and Culture; Pedagogy and Professionalization Seminar in Latin American Studies.

**Number of Dissertations or Theses Supervised in the Past 5 Years** 4



**DENISE WOLTERING VARGAS, STONE CENTER FOR LATIN AMERICAN STUDIES**

B.A., Reed College, Spanish, 2000

M.A., American University, International Communication, 2005

M.B.A, Tulane University, Global Management, 2015

**Related Experience** Senior Program Manager for Educational & Community Programs, Stone Center, 2006-  
Coordinator of International Communication, American University, 2003-2005

**Language & Proficiency** Spanish 4

**Overseas Experience** Spain; Mexico; Ecuador; Costa Rica; Peru; Brazil; Uruguay; Cuba; Guatemala

**Selected Presentations**

2012. "Using Children's Literature to Explore Latin American/Latino Cultural Heritage." Washington, D.C.: Américas  
Award Teacher Workshop in collaboration with Teaching for Change.

2011. "Performing Carnival: Connecting Culture, History, and Language." Denver: American Council on the Teaching of  
Foreign Languages (ACTFL).

2009. "Going Bananas: A Look at Global Economy in Latin America." International Studies Schools Association,  
Tampa, FL.

2009. "Sequins and Beads: Reviving Latin America in the Social Studies Classroom." Presented at Louisiana  
Council for the Social Studies, Baton Rouge, LA.

**Key Responsibilities**

- Organizes & coordinates community outreach events sponsored by the Stone Center on campus and in metro-New Orleans area
- Acts as principal liaison with K-12 educational community locally and nationally.
- Manages the development, implementation and analysis of periodic surveys and other evaluation tools
- Curates and maintains the Latin American Resource Center lending library collection and supervises its operations and staffing.
- Organizes and executes academic year and summer professional development programs for K-16 educators including planning, advertising, recruitment of participants, coordination with all departments on campus.

**GERTRUDE M. YEAGER, HISTORY**

B.A., Quinnipiac College, History, 1968

M.A., Texas Christian University, History, 1970

Ph.D., Texas Christian University, History, 1972

**Academic Experience** Associate Professor, Tulane University, 1977-

Assistant Professor, Tulane University, 1972-1977

**Related Experience** Director of Graduate Studies, History Department, Tulane University, 2007

Executive Committee Member, Women's Studies, Tulane University, 2002-2003

**Distinctions** Sid Richardson Research Grant, 1972-1973

Fulbright Fellowship, 1986

**Language & Proficiency** Spanish 5; Portuguese 5; French 5;

**Overseas Experience** Chile ; Bolivia ; Peru

**Research & Teaching Specializations** Andean History; History of Ideas; Nation-Making; Historiography; Women

**Selected Publications**

2007. "In the Absence of Priests: Young Women as Apostles to the Urban and Rural Poor, Chile: 1922-1935." *The Americas*. 64 (2): 75-110.

2005. "Religion, Gender Ideology and the Training of Female Public Elementary School Teachers in Nineteenth Century Chile." *The Americas*. 62 (2): 209-243.

1999. "Female Apostolates and Modernization in Mid-nineteenth Century Chile." *The Americas: A Quarterly Review of Inter-American Cultural History*. 55: 425-458.

1994. *Confronting Change, Challenging Tradition: Women in Latin American History*. Editor. New York: Scholarly Resources.

1981. *Politics, History and National Identity: Barros Arana's Historia Jeneral de Chile*. Fort Worth, TX: Texas Christian University Press.

**Latin American-Related Courses Taught in Last 2 years** Introduction to Latin American History, Modern Latin America: Honor and Shame; Religion in Modern Latin America

**Number of Dissertations or Theses Supervised in the Past 5 Years** 6

## **MARC ZENDER, ANTHROPOLOGY**

B.A., University of British Columbia, Anthropology, 1997

M.A., University of Calgary, Archaeology, 1999

Ph.D., University of Calgary, Archaeology, 2004

**Academic Experience** Assistant Professor, Tulane University, 2011-

Lecturer, Harvard University, 2005-2011

Instructor, University of Calgary, 2002-2003

Teaching Fellow, University of Calgary, 1999-2003

**Related Experience** Associate Editor, *The PARI Journal*, 2009-2011

Archaeological Field Director, Harvard Field School, 2006-2008

Reviewer, *Ancient Mesoamerica*, *Ethnohistory*, *Latin American Antiquity*, *Maya Archaeology*, 2005-2011

Project Epigrapher, Proyecto Arqueológico de Comalcalco, Tabasco, México, 2003-2010

**Distinctions** Peabody Museum Research Grant, Peabody Museum, Harvard University, 2010-2011

Certificate of Distinction for Excellence in Teaching, Harvard University, 2007, 2008, 2009, 2010

Ralph Steinhauer Award of Distinction, Alberta Heritage Scholarship Fund, 2002

**Language & Proficiency** Spanish; German; Ch'olan; Yukatekan; Tzeltalan; Nahuatl

**Overseas Experience** Germany; Spain; Netherlands; Sweden; Poland; Denmark; Finland

**Research & Teaching Specializations** Mesoamerican Indigenous Languages and Writing Systems; Anthropological & Historical Linguistics; Comparative Writing Systems and Decipherment; Iconography & Visual Culture; Religion; Identity

### **Selected Publications**

2013. "Reading in Context: The Interpretations of Personal Reference in Ancient Maya Hieroglyphic Texts." With D. Law, S. Houston, N. Carter, and D. Stuart. *Journal of Linguistic Anthropology* 23(2): E23-E47.

2011. *Reading Maya Art: A Hieroglyphic Guide to Ancient Maya Painting and Sculpture*. With Andrea Stone. London: Thames & Hudson.

2008. *One Hundred and Fifty Years of Nahuatl Decipherment*. *PARI Journal* 8(4): 24-37.

2006. *Space and Spatial Analysis in Archaeology*. With E. Robertson, J. Selbert and D. Fernandez. Second edition. University of New Mexico Press.

**Latin American-Related Courses Taught in Last 2 Years** Classic Maya Epigraphy, Archaeology & Art; Classical Nahuatl; Aztec Hieroglyphic Writing; Introduction to Maya Hieroglyphic Writing; Advanced Mayan Hieroglyphic Writing; Comparative Mayan Languages; Spoken Yucatec Maya; Spoken Nahuatl

**Number of Dissertations or Theses Supervised in the Past 5 Years** 7

## **ARI ZIGHELBOIM, SPANISH & PORTUGUESE**

B.A., Hebrew University-Jerusalem; World History, East Asian Studies, 1989

M.A., University of Illinois, Urbana-Champaign, Anthropology, 1993

M.A., Tulane University, Spanish, 2003

Ph.D., Tulane University, Spanish, 2007

**Academic Experience** Senior Lecturer, Tulane University, 2009-

Lecturer, Tulane University, 2006-2009

**Related Experience** Member of organization committee, Cultural Encounters, Tulane University, 2003

Editor-in-chief, *Journal of the Steward Anthropological Society*, Department of Anthropology, University of Illinois, Urbana-Champaign, 1992-1995

**Distinctions** John Carter Brown Library Long-Term Research Fellowship, 2008

**Language & Proficiency** Spanish 5; French 5; German 4; Portuguese 3; Italian 3; Catalán 3; Hebrew; Quechua; Aymara; Latin; Japanese

**Overseas Experience** Peru

**Research & Teaching Specializations** Colonial Latin American literature and culture, Andean studies, Jewish Latin American cultural expressions

### **Selected Publications**

2014. "Entre la ciudad letrada y la ciudad ceremonial: Espinosa Medrano, el día de Santiago y el Alférez Real de los Incas." *Fiesta y religión en la América colonial (siglos XVI-XVIII)*. Madrid: Vervuehrt-Iberoamericana.

2013. *Poemas a O.R.* Lima: Lustra Ediciones.

2012. "Un inca cuzqueño en la corte de Fernando VI: Estrategias personales y colectivas de las elites indias y mestizas, circa 1750." *Histórica*.

2008. "De comedia ilustrada a leyenda popular: El trasfondo político de la anonimización del Ollantay." In *Teatro colonial hispanoamericano*. José Antonio Rodríguez Garrido and Ignacio Arellano, eds. Madrid: Vervuehrt-Iberoamericana. 369-382.

**Latin American-Related Courses Taught in Last 2 years** Sefarad Past and Present: The Jewish Experience in Spain and Latin America; Introduction to Latin American Cultures; Jewish Latin American Cultural Expressions

**KAREN ZUMHAGEN-YEKPLÉ, ENGLISH**

B.A., Barnard College, Columbia University, Philosophy and Political Science, 1990

M.A., University of Virginia, Philosophy, 1998

Ph.D., University of California, Berkeley, Comparative Literature, 2008

**Academic Experience** Assistant Professor, Tulane University, 2013

Fellow in the Arts and Humanities, Harvard University, 2011-2013

Postdoctoral Fellow, Stanford University, 2009-2011

**Related Experience** Member, Philosophy and Literature Working Group, Harvard University, 2012-2013

Member, Philosophy and Literature Focal Group, Stanford University, 2010-2011

Panel Organizer, "Meditation on Schemes Difficult," MSA, 2010

Panel Organizer, "Precision and Soul in Modernism," MSA, 2006

**Distinctions** Harvard College Fellowship, Faculty of Arts and Sciences, Harvard University, 2011-2013

Harvard University Certificate of Teaching Excellence, 2011-2012

Andrew W. Mellon Fellowship of Scholars in the Humanities, Stanford University, 2009-2011

Diller Prize for Research in Jewish Studies, UC Berkeley, 2007-2008

Mabelle McLeod Lewis Memorial Fellowship, 2005-2006

**Language & Proficiency** Spanish; French; German; Latin

**Overseas Experience** France; Germany; Norway; Argentina

**Research & Teaching Specializations** Modernism in European and World Literatures; faith and secularity; confession; the experimental novel; early film

**Selected Publications**

Forthcoming. *Wittgenstein and Modernism*, ed. Chicago: University of Chicago Press.

2012. "The Everyday's Fabulous Beyond: Nonsense, Parable, and the Ethics of the Literary in Kafka and Wittgenstein." *Comparative Literature* 64 (4).

2003. "'All music when you come to think:' James Joyce in Dublin." *James Joyce Quarterly* 39 (4).



## **APPENDIX 3: Course List**



### APPENDIX 3: Course Lists and Enrollments AY12-13 to AY14-15

NOTE: F=Fall, S=Spring, Su=Summer, All=All three semesters

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd

#### AFRICAN DIASPORA STUDIES

ADST2000	Intro to African Diaspora	Dunn, Perry, Desai		1		3	48	48	0	6	6	0		F/S
ADST3300	Critical Race Theory	Ambikaipaker	1			3	0	0	0	0	0	0		S
<b>TOTALS</b>			1	1	0		48	48	0		6	6	0	

#### ANTHROPOLOGY

CSAN3190	Pirate Societies	Davis, D.		1		3	0	0	0	17	17	0		
ANTH1010	Human Origins	Staff	1			3	129	129	0	86	86	0		All
ANTH1020	Cultural Anthropology	Staff	1			3	603	603	0	534	534	0		All
ANTH1030	Languages of the World	Orie, Rodgers.	1			3	110	110	0	134	134	0		F/S
ANTH2010	World Prehistory	Holt, Horn, Nesbitt,	1			3	37	37	0	41	41	0		S
ANTH3060/6060	South American Indians	Balee, W			1	3	0	0	0	10	10	0		
ANTH3090	Public Culture as Intang Cult	Spitzer, Nicholas R.	1			3	17	17	0	10	10	0		S
ANTH3090	Brazil: Culture and Society	Goncalves, Joao		1		3	18	18	0	12	12	0		
ANTH3090	Semantics	Maxwell, J	1			3	24	24	0	0	0	0		S
ANTH3090	Native Amer. Of the Gulf Coast	Giardino	1			3	21	21	0	0	0	0		F
ANTH3090	Financial Lives	Truitt	1			3	11	11	0	0	0	0		
ANTH3090	Citizen & Culture	Truitt	1			3	0	0	0	0	0	0		S
ANTH3090	Magic, Witchcraft & Religion	Jones, Glenn	1			3	0	0	0	18	18	0		F/S
ANTH3091	Race & Ethnicity in Latin Amer	Perry, Marc			1	3	0	0	0	9	9	0		S
ANTH3091	Nations and Nationalism	Goncalves, Joao		1		3	0	0	0	14	14	0		
ANTH3091	Maya Household Arch	Canuto			1	3	1	1	0	0	0	0		
ANTH3092	Informal Latin Amer Cities	Servigna			1	3	13	13	0	0	0	0		
ANTH3093	Material Culture	Murakami, Joao	1			3	0	0	0	5	5	0		S
ANTH3093	Adv Nahuatl: Art, Writing Lang	Zender			1	3	0	0	0	1	1	0		
ANTH3093/7093	Aztec Hieroglyphs	Zender			1	3	14	14	0	0	0	0		S
ANTH3094	Complex Societies	Nesbitt, Jason	1			3	0	0	0	5	5	0		
ANTH3095/7095	Maya Epigraphy & Archaeology	Zender			1	3	0	0	0	0	0	0		S
ANTH3095	Politics Pub Places Latin Amer	Servigna			1	3	12	4	8	0	0	0		
ANTH3096	Inca Empire	Nesbitt, Jason			1	3	21	21	0	14	14	0		S
ANTH3140	Primate Behavior & Ecology	Jack	1			3	30	30	0	25	25	0		F
ANTH3260/6260	Highland Mexican Prehistory	Hill, Healan		1		3	13	8	5	0	0	0		S
ANTH3280/7280	Middle American Indians	Hill, R		1		3	3	0	3	0	0	0		S
ANTH3290	The Nature of Language	Dajko	1			3	19	19	0	0	0	0		F
ANTH3300	History of Writing	Dugan, Zender	1			3	43	43	0	0	0	0		F
ANTH3310	Intro to Hist Linguistics	Zender	1			3	23	23	0	0	0	0		S
ANTH3340	Intro to Archaeology	Healan, Nesbitt.	1			3	35	35	0	14	14	0		All
ANTH3395/6395	Music/Identity NO/Fr LA	Spitzer	1			3	19	19	0	0	0	0		S
ANTH3400	Language and Culture	Maxwell, J		1		3	19	19	0	0	0	0		S
ANTH3380	Cultural Dynamics	Hill, R	1			3	0	0	0	16	16	0		

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
ANTH3540	Indians of the Great Plains	Hill, R	1			3	10	10	0	0	0	0		F
ANTH3660	Discourse Analysis	Orie, Olanike-Ola O	1			3	0	0	0	16	16	0		S
ANTH3690/7690	Language and Gender	Maxwell, Dajko		1		3	18	16	2	21	21	0		S
ANTH3700/7700	Environmental Anthropology	Dudley		1		3	0	0	0	21	21	0		
ANTH3710	Hist Ecology Amazonia	Balee, W			1	3	0	0	0	0	0	0		S
ANTH3730	Principles of Forensic Anthro	Verano, Gautney	1			3	45	45	0	0	0	0		F/S
ANTH3750	Bones, Bodies, and Diseases	Verano, Patterson	1			3	51	51	0	0	0	0		S
ANTH3755/6092	Human Osteology	Verano, Staff	1			3	35	35	0	25	25	0		F/S
ANTH3760	Primate Evol & Adaption	Jack	1			3	0	0	0	16	16	0		S
ANTH4060	Anthropology Proseminar	Rodning	1			3	15	15	0	8	8	0		F
ANTH4270/7270	Roots of Western Civiliz	Rodning	1			3	0	0	0	12	12	0		
ANTH4410	Olmec & Maya Civilizations	Canuto			1	3	0	0	0	11	11	0		
ANTH4930	Languages of Louisiana	Dajko	1			3	14	14	0	0	0	0		S
ANTH4950	Spanish Caribbean	Perry			1	3	7	7	0	0	0	0		S
ANTH4950	Latin American Popular Culture	Servigna			1	3	11	11	0	0	0	0		
ANTH5000	Trepan in Precol. Peru	Holliday, Trenton W.			1	4	0	0	0	1	1	0		
ANTH5000	Mortuary Arch. In Peru	Nesbitt, Jason			1	4	0	0	0	1	1	0		
ANTH6010	Anthropological Math	Healan		1		3	7	3	4	0	0	0		S
ANTH6060	South American Indians	Balee, W			1	3	0	0	0	9	7	2		
ANTH6090	Brazil: Culture and Society	Goncalves, Joao			1	3	0	0	0	7	4	3		
ANTH6091	Race & Ethnicity in Latin Amer	Perry, Marc D.			1	3	0	0	0	12	5	7		S
ANTH6091	Nations and Nationalism	Goncalves, Joao		1		3	0	0	0	6	1	5		
ANTH6092	Cuba in Socialism and Diaspora	Goncalves, Joao			1	3	0	0	0	5	0	5		
ANTH6095	Comparative Mayan Languages	Zender			1	1	0	0	0	1	1	0		
ANTH6095	Adv Topics in Mayan Glyphs	Zender			1	3	8	3	5	0	0	0		
ANTH6100	South Amer Archaeology	Verano, Nesbitt			1	3	12	5	7	0	0	0		F
ANTH6130	South US Prehistory	Rodning	1			3	0	0	0	24	12	12		
ANTH6140	Primate Behavior Biology	Jack, Katharine	1			3	0	0	0	12	8	4		
ANTH6710	Hist Ecology Amazonia	Balee, W			1	3	0	0	0	0	0	0		S
ANTH6800	Spoken Yucatecan Maya	Zender			1	3	0	0	0	11	5	6		
ANTH6810	Int Mayan Hieroglyphics	Zender			1	3	14	10	4	2	2	0		F
ANTH6870	Kaqchikel Maya Culture	Maxwell, Judith M.			1	3	0	0	0	2	0	2		Su
ANTH7042	Kaqchikel Chronicles	Maxwell, Judith M.			1	1	0	0	0	1	0	1		
ANTH7091	Arch of Maya Households	Canuto			1	3	3	0	3	0	0	0		S
ANTH7093	Material Culture	Murakami, Tatsuya	1			3	0	0	0	10	3	7		
ANTH7094	Complex Societies	Nesbitt, Jason		1		3	0	0	0	1	0	1		
ANTH7095	Geographical Information	Estrada-Belli	1			3	10	1	9	0	0	0		S
ANTH7100	Quantitative Methods Arc	Healan		1		3	0	0	0	0	0	0		S
ANTH7170	Research Design	Rodning	1			3	0	0	0	8	0	8		
ANTH7270	Roots of Western Civilization	Nesbitt, Jason	1			3	0	0	0	4	0	4		
ANTH7290	Linguistic Analysis	Dajko, Nathalie G.	1			3	0	0	0	4	0	4		F
ANTH7310	Prehistory of Languages	Zender	1			3	2	0	2	7	0	7		S
ANTH7410	Prehist East Mesoamerica	Canuto			1	3	0	0	0	7	0	7		



Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem Offrd	
ANTH7690	Language & Gender	Maddox	1			3	0	0	0	14	14	0		
ANTH7660	Discourse Analysis	Maxwell, Judith M.	1			3	0	0	0	9	0	9		
ANTH7700	Ecological Anthropology	Dudley		1		3	0	0	0	6	0	6		
ANTH7730	Forensic Anthropology	Verano, J		1		3	5	0	5	0	0	0	F	
ANTH7750	Human Paleopathology	Verano, J		1		3	6	0	6	0	0	0	F	
ANTH7760	Primate Evol & Adaption	Jack, Katharine		1		3	0	0	0	10	0	10		
ANTH7850	The Four-Field Model	Balee, W	1			3	0	0	0	2	0	2		
ANTH7950	Critical Race Theory	Ambikaipaker	1			3	1	0	1	0	0	0	S	
ANTH7950	Dev. Of Teotihuacan	Murakami, Tatsuya			1	3	0	0	0	1	0	1		
ANTH7950	Morphology	Orie, Olanike-Ola O	1			3	0	0	0	1	0	1		
ANTH7950	Med Anth: Health Intervention	Masquelier	1			3	0	0	0	1	0	1		
ANTH7950	Global Youth Cultures	Masquelier	1			3	0	0	0	1	0	1		
ANTH7960	Ethno and Arch of Amazonia	Nesbitt			1	3	1	0	1	0	0	0		
<b>TOTALS</b>			43	13	34			1445	65		1159	116		

#### ART HISTORY

ARHS1010	Art Survey I: Prehist-Mid Ages	Staff	1			3	198	198	0	237	237	0	All	
ARHS1020	Art Sur II: Renaiss to Present	Bagneris, Bartlett	1			3	72	72	0	260	260	0	All	
ARHS3700	Pre-Columbian Art	Boone, E.			1	3	28	28	0	0	0	0	F	
ARHS3710	Colonial Art Latin Amer	Burdette			1	3	0	0	0	19	19	0		
ARHS3700	Intro Afr Am Art & Vis Culture	Bagneris	1			3	14	14	0	0	0	0	S	
ARHS3770	Art in LA since 1950	Bazzano-Nelson, F.			1	3	0	0	0	12	12	0		
ARHS3911	Modernism and Modernization	Sullivan, Megan		1			0	0	0	1	0	1		
ARHS3911	Arts of African Diaspora	Bagneris	1			3	29	29	0	0	0	0	S	
ARHS6720	Seminar on Aztec Art	Boone, E			1	3	16	7	9	0	0	0	S	
ARHS6730	Mexican Manuscript Paintings	Boone, E			1	3	14	1	13	0	0	0	F	
ARHS6810	Methods of Art History	Sullivan, Megan		1		3	0	0	0	3	0	3		
ARHS6810	Sixteenth Century Mexico	Boone, E			1		0	0	0	6	6	0		
ARHS6811	The Places of Art	Porrás, Stephanie	1			3	0	0	0	2	2	0		
ARHS6812	Modernism and Modernization	Sullivan, Megan		1		3	0	0	0	3	3	0		
ARHS6812	Art in Lat. Am Since 50s	Sullivan, Megan			1	3	0	0	0	2	0	2		
ARHS6820	Conceptual Art in Latin Amer	Sullivan, Megan			1	3	0	0	0	6	3	3		
ARHS6820	Sacred Images Span Colonial	Burdette			1	3	7	1	6	0	0	0		
ARHS6830	Global Art History	Boone, E		1		3	0	0	0	7	6	1		
ARHS6830	Race, Art & Amc National Myth	Bagneris	1			3	0	0	0	11	2	9		
ARHS6910	European Prints in Lat America	Boone, E			1	3	0	0	0	4	0	4		
ARHS7710	Colonial Art of Lat Amer	Boone, E			1	3	0	0	0	1	0	1		
<b>TOTALS</b>			6	4	11			350	28		550	24		

#### COMMUNICATION

COMM1000	Communication Studies	Mayer	1			3	15	15	0	0	0	0	All	
COMM2500	Film and Society	Weiss	1			3	47	47	0	37	37	0	F/S	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
COMM2820	Latin American Icons	Porto, M			1	3	0	0	0	11	11	0		
COMM3140	Cross Cultural Analysis	Ambikaipaker, Raymundo	1			3	47	47	0	37	37	0		F
COMM3140	Film Analysis	Lopez, A	1			3	17	17	0	11	11	0		F/S
COMM3150	Film Analysis	Chang, Ukadike	1			4	16	16	0	49	49	0		F/S
COMM 3260	Media Analysis	Ashley		1		3	48	48	0	39	39	0		F
COMM3300	Comparative Pol Communication	Ashley		1		3	0	0	0	14	14	0		
COMM4301	Media and Democracy in Lat Am	Ashley			1	3	8	8	0	15	15	0		S
COMM4552	Adv TV Studies - Public Sphere	Ashley		1		3	14	14	0	0	0	0		S
COMM4820	Cuban Cinema	Lopez			1	3	19	19	0	0	0	0		S
COMM4821	Music & Protest in Latin Amer	Ashley			1	3	15	15	0	0	0	0		S
COMM4910	The Hispanic Consumer	Smith-Shomade		1		1	1	1	0	0	0	0		
<b>TOTALS</b>			5	4	4		247	0	0		213	0		

#### DANCE

DANC1920/6910	Brazilian Dance	Barber-Pierre, C			1	2	44	42	2	53	53	0		F/S
DANC3240	US/Caribe Social Dance	Trask		1		3	13	13	0	21	21	0		S
DANC6910	Dance History	Cannon	1			2	1	0	1	1	0	1		
<b>TOTALS</b>			1	1	1		55	3	3		74	1		

#### EARTH & ENVIRONMENTAL SCIENCES

EENS1110	Physical Geology	Staff	1			3	111	111	0	126	126	0		All
EENS1115	Physical Geology Lab	Staff	1			1	0	0	0	149	149	0		All
EENS2020	Environmental Geology	Flowers	1			3	22	22	0	22	22	0		S
EENS2060	Intro Geography	Flowers	1			3	10	10	0	73	73	0		F
EENS2070	Weather and Climate	Flowers	1			3	52	51	1	60	60	0		F
EENS2110	Mineralogy	Nelson, Flowers	1			4	7	7	0	6	6	0		F
EENS2111	Minerology Lab	Nelson, Flowers	1			0	0	0	0	6	6	0		F
EENS2120	Petrology	Nelson, Flowers	1			4	8	8	0	3	3	0		S
EENS2121	Petrology Lab	Hu, Heng	1			0	0	0	0	3	3	0		S
EENS4020/6020	Geostatistics	Flowers	1			3	0	0	0	3	3	0		
EENS4081/6050/3050	Natural Disasters	Nelson, S.	1			3	12	12	0	60	59	1		F
EENS6070	Obsidian in Mexico	Nelson			1	3	0	0	0	1	0	1		
EENS6070	Volcanology	Nelson		1		3	1	0	1	0	0	0		
EENS6210	Global Bioeochem Cycles	Rosenheim	1			3	4	1	3	0	0	0		S
<b>TOTALS</b>			12	1	1		222	5		510	2			

#### ECOLOGY & EVOLUTIONARY BIOLOGY

EBIO1040	Global Envr Change	Fleury	1			3	0	0	0	35	35	0		F/S
EBIO2030	History of Life	Staff	1			3	0	0	0	49	49	0		All
EBIO2040	Conservation Biology	Sherry, T		1		3	55	55	0	41	41	0		S
EBIO2050	Global Change Biology	Chambers, J		1		3	0	0	0	14	14	0		
EBIO2110/6910	Tropical Biology	Zawacki, Karubian		1		3	0	0	0	32	32	0		F/S

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15
			###	50	100		Sem	U	G	Sem	U	G	
EBIO2120	Clim/Biodiv/Tropical Forests	Huck, J			1	3	17	17	0	0	0	0	
EBIO2210	Insect Biology	Fleury	1			3	0	0	0	19	19	0	
EBIO2230	Oceanography	Rosenheim, Brad	1			3	0	0	0	26	26	0	
EBIO3040/6040	General Ecology	Sherry, T		1		3	2	0	2	48	48	0	F/S
EBIO3180/6180	Plants & Human Affairs	Darwin	1			3	43	38	5	45	41	4	F
EBIO3185	Plants Human Affairs Lab	Darwin	1			1	17	17	0	18	18	0	F
EBIO3290/6290	Behavioral Ecology	Karubian, J		1		3	0	0	0	9	9	0	F
EBIO3590	Plant Biol & Adaptation	Gerlach, S	1			4	7	7	0	4	4	0	F
EBIO3591	Plant Biol & Adaptation Lab	Gerlach, S	1			0	7	7	0	4	4	0	F
EBIO3690	Experimental Animal Behavior	Karubian, J	1			4	0	0	0	10	10	0	
EBIO3691	Exper. Animal Behavior Lab	Karubian, J	1			0	0	0	0	10	10	0	
EBIO4080/6080	Biostat & Experi Design	Zawacki, Van Bael	1			3	19	13	6	13	6	7	S
EBIO4310	Plant Systematics	Darwin	1			4	15	15	0	0	0	0	S
EBIO4311	Plant Systematics Lab	Darwin	1			0	15	15	0	0	0	0	S
EBIO4660	Trop Conserv & Glob Change	Sherry, T		1		3	0	0	0	3	3	0	
EBIO6290	Behavioural Ecology	Karubian, J		1		3	0	0	0	10	10	0	
EBIO6190	Darwin & Darwinism	Darwin	1			4	7	3	4	3	1	2	S
EBIO6380	Phylogenetics	Darwin	1			3	9	2	7	0	0	0	F
EBIO6590	Plant & Biol & Adaptation	Gerlach, S	1			4	3	0	3	0	0	0	F
EBIO6591	Plant Biology & Adaptation Lab	Gerlach, S	1			0	3	0	3	0	0	0	F
EBIO7150	Problems in Envr Biology	Van Bael, Sunshine		1		3	0	0	0	3	0	3	F
<b>TOTALS</b>			17	8	1			189	30		370	26	

#### ECONOMICS

ECON1020	Intro to Macroeconomics	Staff	1			3	851	850	1	770	769	1	All
ECON3010	Intermed. Microeconomics	Edwards, Staff	1			3	243	243	0	92	92	0	All
ECON3020	Intermed. Macroeconomics	Pereira	1			3	76	76	0	139	139	0	All
ECON3100	Econ of Money & Banking	Pereira, Compaore	1			3	37	37	0	37	37	0	F
ECON3330	Environment & Natural Resource	Shimshack, Chakraborti	1			3	39	39	0	59	59	0	F
ECON3580/658	Labor and Population in LA	Edwards, J			1	3	6	6	0	8	8	0	S
ECON3590	Economic Development of LA	Ashley			1	3	11	11	0	36	36	0	F
ECON4600/4980/6600/6980	Inequality & Pov Lat Amc	Lustig, N			1	3	13	9	4	22	22	0	F
ECON4670/6670	Writing with Data: Latin Am	Edwards, J			1	3	0	0	0	0	0	0	S
ECON4961	Capstone: Econ of Poverty	Lustig, N		1		3	0	0	0	0	0	0	S
ECON4961	Topics in Enviro Economics	Harris	1			1	9	9	0	0	0	0	S
ECON4961/962	Economics of Poverty	Lustig, N		1		3	11	11	0	24	24	0	F
ECON4980	Topics in Economics of Education	Harris	1			3	6	6	0	0	0	0	
ECON4980/6980	Economics of Immigration	Nelson		1		3	7	7	0	0	0	0	S
ECON7710	Econ Develop. Theory I	Edwards, J		1		3	9	0	9	0	0	0	S
<b>TOTALS</b>			7	4	4			1304	14		1186	1	

#### ENGLISH

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
ENLS2000	Literary Investigations	Staff	1			3	165	165	0	137	137	0		F
ENLS4010	Global Literatures	Rothenberg	1			3	20	20	0	17	17	0		S
ENLS4430/7920	Caribbean Lit	Nair, S			1	3	21	20	1	0	0	0		S
ENLS4860	Food and Culture	Nair, S		1		3	21	21	0	29	28	1		S
<b>TOTALS</b>			2	1	1			226	1		182	1		

#### FRENCH

FREN3150	Adv Fren Gram & Comp	Klingler, Staff	1			3	46	46	0	0	0	0		F/S
<b>TOTALS</b>			1	0	0			46	0		0	0		

#### HISTORY

HISE1210	Eur & Wide World to 1789	Kocsan	1			3	22	22	0	11	11	0		All
HISE2910	The Spanish Inquisition	Boydén	1			3	4	4	0	0	0	0		S
HISE3921	Spain and the Atlantic World	Quintana		1		3	8	8	0	0	0	0		S
HISE3410/2410	Spain 1369-1716	Boydén		1		3	25	25	0	19	19	0		F
HISE3950	Hist-Cuba: Evol of Nationalism	Caballero			1	3	9	9	0	0	0	0		S
HISE6910	Spain Since 1700	Boydén		1		3	0	0	0	6	1	5		
HISE6330	Imperial Spain: 1469-1659	Boydén		1		3	0	0	0	12	12	0		
HISL1710	Intro to Latin American Hist	Staff			1	3	104	104	0	41	41	0		All
HISL1720	Intro to Caribbean	Adderley, Staff			1	3	0	0	0	28	28	0		
HISL2770	Modern Mexico	MacLachlan			1	3	19	19	0	34	34	0		S
HISL2820	Modern Brazil	MacLachlan			1	3	22	22	0	34	34	0		S
HISL2830	The Andean Nations	Yeager			1	3	7	7	0	0	0	0		S
HISL2910	20th Cent Latin Am Culture	Borealis			1	3	0	0	0	10	10	0		
HISL3000	Historical Methods: HISL 3910	Borealis			1		0	0	0	14	14	0		F
HISL3710	Colonial Latin America	Lane, K			1	3	7	7	0	0	0	0		S
HISL3720	Sex & Gender in Colonial America	Garcia, G			1	3	18	18	0	0	0	0		S
HISL3720/7900	Border Crossing: Latino Migra	Garcia, G			1	3	8	7	1	0	0	0		
HISL3721	Modern Mexico	Borealis			1	3	9	9	0	0	0	0		S
HISL3721	Colonial Louisiana	Kelley	1			3	2	2	0	0	0	0		S
HISL3910	Cuban Diaspora	Alvarez			1	3	0	0	0	8	8	0		
HISL3910	Three Latin American Cities	Lane, K			1	3	0	0	0	14	14	0		
HISL3911	Popular Religion Mod Latin Ame	Yeager			1	3	0	0	0	6	6	0		
HISL3950	Argentina/Chile	Yeager			1	3	4	4	0	0	0	0		
HISL3950	Mexican Revolution	Borealis			1	3	11	11	0	0	0	0		S
HISL3950	Hist-Cuba: Evol of Nationalism	Caballero			1	3	0	0	0	6	6	0		
HISL4740	Caribbean Cultural History	Adderley			1	3	8	8	0	0	0	0		S
HISL4910	Gender, Sex - Col Lat Amer	Garcia, G			1		0	0	0	4	4	0		
HISL6740	The City in Latin America	Garcia, G			1	3	6	3	3	0	0	0		F
HISL6750	Africans in the Americas	Adderley, R		1		3	0	0	0	0	0	0		S
HISL6770	Modern Mexico	MacLachlan, C			1	3	7	7	0	0	0	0		S
HISL6780	Caribbean Hist: Major Themes	Adderley			1	3	0	0	0	14	5	9		
HISL6820	Modern Brazil	MacLachlan, C			1	3	11	11	0	0	0	0		S



Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
HISL6910	Commodity Chains in Latin Amer	Lane, K			1	3	0	0	0	7	5	2		
HISL6910	Gender, Sex - Col Lat Amer	Garcia, G			1	3	0	0	0	1	1	0		
HISL6950	Cuban Revolution	Garcia, G			1	3	8	6	2	0	0	0		S
HISL6960	Mining the Americas	Lane, K			1	3	12	6	6	0	0	0		S
HISL7830	Historiography Col Lat America	Garcia, G			1	3	0	0	0	7	0	7		
HISL7840	Historiography Mod Lat Am	Wolfe, J			1	3	0	0	0	6	0	6		
HIST7001	Seminar in Historical Practice	Wolfe, J		1		3	8	0	8	0	0	0		F
HIST7005	Historiography & Methods II	Staff		1		3	4	0	4	0	0	0		F
HIST7008	Prof. Deve. And Documentation	Wolfe, J		1		3	7	0	7	1	0	1		F
HIST7900	Colonial LA History	Lane, K			1	3	1	0	1	0	0	0		
HIST7900	Urbanization, Exclusion in L.A.	Garcia, G			1	3	1	0	1	0	0	0		
HIST7900	LA Peasant Movements	Wolfe, J			1	3	1	0	1	0	0	0		
HIST7900	Readings in Latin America	Lane, K			1	3	0	0	0	1	0	1		
HIST7900	Readings Early Modern Spain	Boydén	1			3	0	0	0	1	0	1		
HISU1410	US Hist - Colonization to 1865	Staff	1			3	25	25	0	27	27	0		All
HISU1420	US Hist 1865 to the Present	Lipman, Tuuri, Slay	1			3	34	34	0	15	15	0		S
HISU2911	US Immigration	Lipman, J	1			3	0	0	0	14	14	0		
HISU3470	Colonial Louisiana 1700-1812	Kelley, Vella	1			3	7	7	0	0	0	0		S
HISU3910	US, Latin Amer in the Cold War	Lipman, J			1	3	14	14	0	12	11	1		
HISU3931	US Foreign Rel to WWII	Lipman, J		1		3	12	12	0	0	0	0		
HISU3940	U.S. Immigration History	Lipman, J		1		3	9	9	0	0	0	0		
HISU6540	African-American Culture	Adderley		1		3	9	4	5	0	0	0		
HISU6940/6911	US Empire	Lipman, J		1		3	0	0	0	9	7	2		
HISU6944	US Migration & Labor	Lipman, J		1		3	18	13	5	0	0	0		S
<b>TOTALS</b>			8	13	35			437	44		327	35		

#### INTERNATIONAL DEVELOPMENT

IDEV1010	Intro to Development	Staff	1			3	248	248	0	144	144	0		All
IDEV4100	Info Tech and Intl Development	Staff	1			3	63	63	0	41	41	0		F/S
IDEV4910	Organizational Leadership	Kelly, E	1			3	0	0	0	4	4	0		
IDEV4910	Microfinance in Brazil	Crawford			1	2	1	1	0	0	0	0		
IDEV4920	Microfinance in Brazil	Crawford			1	1	1	1	0	0	0	0		
IDEV4950	Environment and Development	Englande	1			3	3	3	0	0	0	0		F
IDEV4952	Intro to GIS for Int'l Devlp	Hernandez	1			3	4	4	0	0	0	0		S
IDEV4953	Intro to Econ Analysis	Samarasinghe, Mendoza	1			3	12	12	0	4	0	4		F/S
IDEV4954	Latin American Development	Crawford			1	3	18	18	0	14	14	0		S
IDEV4954	Sustain Dev Cen Amer Law & Pol	Crawford			1	3	0	0	0	7	7	0		
IDEV6100	Intro to Econ Analysis I	Samarasinghe, Mendoza	1			3	11	0	11	8	0	8		F/S
IDEV6100	Monitoring and Evaluation	Bertrand	1			3	13	0	13	3	0	3		S
IDEV6120	Intro to Research Analysis I	Murphy, De Buhr	1			3	17	1	16	0	0	0		S

Course Listing	Course Name	Instructor	Lat Am Content ###	Cred.	AY 12-13		AY 13-14		AY 14-15 Sem Offrd
					Sem	U	Sem	U	
IDEV6310	Ethnic Conflict	Samarasinghe	1	3	10	0	10	0	S
IDEV6430	Organizational Leadership	Kelly, E	1	3	0	0	5	4	1
IDEV6610	Environment and Development	Englande	1	3	0	0	20	13	F
IDEV6640	Sustainable Human Development	Samarasinghe, Meffert, Dudley	1	3	25	0	25	3	F/S
IDEV6670	Devlpmt & Private Prop: Cuba	Solan	1	6	0	0	3	0	3
IDEV6670	US Law and Migration	Solan	1	7	0	0	1	0	1
IDEV6670	Water Security in Panama	Solan	1	3	0	0	1	0	1
IDEV6670	Intl Pol Econ Relations	Mendoza, Sloan	1	3	24	2	22	7	F/S
IDEV7980/6910	Ethnic Conflict Research	Samarasinghe	1	3	5	0	5	0	S
<b>TOTALS</b>			17	0	5	353	102	227	38

#### LATIN AMERICAN STUDIES

TIDE1010	Ldrship, Pol, Powr, Change	Lopez, A	1	1	16	16	0	15	0	F
TIDE1230	Latin American Infusion	Huck, Gibson		1	19	19	0	14	0	F
TIDE1231	Youth Culture in Latin Amer	Wolfe, E		1	10	10	0	0	0	
TIDE1870	World Dance	Allen, J	1	1	14	14	0	0	0	F
LAST1010	Intro Latin America	Staff		1	157	157	0	187	0	F/Su
LAST1020	Intro Latin Amer Studies II	Staff		1	102	102	0	81	0	S
LAST3130	Tps Cont Lat Am Cul Soc	Gibson, Caballero		1	3	17	0	15	0	S/Su
LAST3950	Soc Just Amers: Costa Rica	Huck, J		1	3	17	0	3	0	Su
LAST3951/7950	Constructing Democ. Latin Am	Fernandes Esteves		1	3	3	0	0	0	
LAST4000	Core Seminar	Wolfe, Huck		1	3	20	0	14	0	F
LAST4560	Internship Studies	Staff		1	1	0	0	1	0	F/Su
LAST4570	Internship Studies	Wolfe, E		1	3	14	0	0	0	S
LAST4880	Writing Intensive: LAST4000	Wolfe, E		1	1	13	0	12	0	F
LAST4910	Independent Study	Dunn		1	3	3	0	0	0	F
LAST4910	Creole Lit & Music: Haiti	Guerrier		1	3	1	0	0	0	
LAST4910	Srvc, Citizenship & Edu in Ams	Huck, J		1	1	3	0	0	0	
LAST4910	Lat Am Environmental History	Wintersteen		1	1	1	0	0	0	
LAST4950/4910	Social Just & Cvc Engagement	Huck		1	3	9	0	10	0	F
LAST4950	Environmental Politics & Polic	Ludovico, F		1	3	0	0	7	0	
LAST4951/4962/7950	Enviro Inequalities Gulf Coast	Wintersteen		1	3	11	1	10	0	
LAST4960	MOAS: Brazil	Greenspun		1	3	9	5	4	10	S
LAST4960	MOAS: Panama	Wolfe, E		1	3	10	10	0	0	
LAST4961	Latino Social Enterprise	Fernandes Esteves		1	3	1	1	0	0	
LAST4966	Srvc, Citizenship & Edu in Ams	Huck, J		1	3	6	0	0	0	
LAST4990	Honors Thesis	Dunn		1	3	1	1	0	3	F
LAST5000	Honors Thesis	Masquelier, Dunn		1	4	2	2	0	0	S
LAST6910	Gender in Lat Am Art & Crit	Wolfe, E		1	3	1	0	1	0	
LAST6910	People, Power, and Politics	Silva, G		1	3	1	0	1	0	
LAST6910	Caribbean Cultural History	Adderley		1	3	1	0	1	0	

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
LAST6910	World Vocal Traditions	Sharp, D				1	3	1	0	1	0	0	0	
LAST6910	Music & Protest in Latin Amer	Ashley, J				1	3	1	0	1	0	0	0	
LAST6910	Violence & the Media	Ashley, J				1	3	1	0	1	0	0	0	
LAST6910	Oral Histories: Latinos in NO	Spitzer, N				1	3	0	0	0	0	2	0	2
LAST6910	Music, Heritage, Tourism	Sharp, D				1	3	0	0	0	0	2	0	2
LAST6910	Citizenship & Politics: LatAm	Huck, J				1	3	0	0	0	0	1	0	1
LAST6950	Health and Inequality Latin Am	Castro, A				1	3	6	2	4	10	3	7	F
LAST6950	Haitian Women Writers	Guerrier				1	3	0	0	0	0	0	0	F
LAST6951	Community Development: Panama	Reese, T				1	3	0	0	0	0	5	1	4
LAST6951	Latin Amer Urban Imaginaries	Reese, C				1	3	4	1	3	0	0	0	S
LAST6952	Water Rights/Ocean Resources	Wintersteen				1	3	5	5	0	0	0	0	
LAST6960	Francophone Caribbean Drama	Wolfe, Guerrier				1	3	9	5	4	0	0	0	
LAST6960	Enviro History in the Americas	Wintersteen				1	3	4	4	0	0	0	0	
LAST6961	Francophone Caribbean Poetry	Guerrier				1	3	6	2	4	0	0	0	S
LAST6963	Knowledge Ed/Soc Just Latin Amer	Fernandes Esteves				1	3	5	5	0	0	0	0	
LAST7000	Core Seminar	Huck, Reese				1	3	9	0	9	9	0	9	F
LAST7950	Social Science Research Methods	Fernandes Esteves				1	3	2	0	2	0	0	0	
LAST7950	Economics of Gender	Lustig, N				1	3	1	0	1	0	0	0	
LAST7950	The Latin Tinge	Sharp, D				1	3	1	0	1	0	0	0	
LAST7950	Spanish Caribbean	Perry, M				1	3	1	0	1	0	0	0	
LAST7950/6910	Caribbean Literature	Nair, S				1	3	1	0	1	0	1	0	
LAST7950	Media & Democracy in Latin America	Ashley, J				1	3	7	0	7	1	0	1	S
LAST7950	Env Law: Natural Resources	Houck			1		3	1	0	1	0	0	0	
LAST7950	Business Enterprises	Dickerson			1		3	1	0	1	0	0	0	
LAST7950	Social Justice: Americas	Huck, J.					3	1	0	1	0	0	0	
LAST7950	Latin American Governments	Silva, G				1	3	1	0	1	0	0	0	
LAST7950	Reading in Caribbean History	Adderley				1	3	1	0	1	0	0	0	
LAST7950	Choreography and Media	Allen			1		3	1	0	1	0	0	0	
LAST7950	Pedagogy & Professional Development	Wolfe, E				1	3	12	0	12	0	0	0	S
LAST7950	Postcolonial Narratives	Desai			1		3	0	0	0	1	0	1	
LAST7950	Poverty & Development	Schneider			1		3	0	0	0	2	0	2	
LAST7950	Mexican Politics Govt	Love				1	3	0	0	0	1	0	1	
LAST7950	Postcolonial Narratives	Raymundo, J			1		3	0	0	0	1	0	1	
LAST7950	US Immigration	Lipman, J			1		3	0	0	0	1	0	1	
LAST7950	Buen Vivir: Transdisciplinarity	Murphy, L				1	3	0	0	0	1	0	1	
LAST7950	Modern Brazil	Borealis, S				1	3	0	0	0	1	0	1	
LAST7950	Ind Study in Ethnomusicology	Sharp, D				1	3	0	0	0	1	0	1	
LAST7950	Dir Rdgs on Social Mvmt Theory	Ortiz Canseco, D			1		3	0	0	0	1	0	1	
LAST7960/6910	Politics of Immigration	Love			1		3	0	0	0	1	0	1	
LAST8990	Masters Research	Huck, J				1	3	10	0	10	0	0	0	S
LAST9990	Dissertation Research	Staff				1	0	36	0	36	23	0	23	F/S
TOTALS			2	9	59			469	121		376	61		

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY13-14			AY14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
LINGUISTICS														
LING4110/7960	Brain and Language	Howard, H.	1			3	2	2	0	19	0			S
LING4850	Proseminr in Linguistics	Maxwell, J.	1			3	2	2	0	6	0			F
LING4990	Queering Disclosure	Maxwell, J.	1			3	0	0	0	1	1	0		
LING6810	Classical Nahuatl	Zender			1	3	1	1	0	0	0	0		
LING6820/3700	Second Lan Aquisition	George-Hirons, A.		1		3	0	0	0	15	0			
TOTALS			3	1	1			5	0		41	0		

<b>MUSIC</b>													
MUSC2420	World Music	Sharp, Bergman, Turner	1					3	64	64	0	80	0
MUSC3310	Music of Brazil	Sharp, D			1			3	0	0	0	22	0
MUSC3360/7930	The Latin Tinge	Sharp, D			1			3	13	11	2	0	0
MUSC4952	Brazilian Pop Mus & Citizenship	Sharp, D			1			3	9	9	0	0	0
MUSC7930	Readings in Ethnomusicology	Sharp, D		1				3	3	0	3	0	0
<b>TOTALS</b>			1	1	3				84	5		102	0

<b>POLITICAL ECONOMY</b>													
PECN5380	International Econ Issues	Fettweis	1					1	1	1	0	1	0
PECN5380	Law & Society	Fettweis	1					1	2	2	0	3	0
PECN5380	Geopolitics in 21st Century	Egan, Fettweis	1					1	1	1	0	1	0
<b>TOTALS</b>			3	0	0				4	0		5	0

<b>POLITICAL SCIENCE</b>													
POLC2300	Comparative Politics	Staff	1					3	203	203	0	218	0
POLC3310	Govt Cent Amer/Carib	Gibson			1			3	6	6	0	0	0
POLC3040	Politics of Latin America	Mendoza			1			3	8	8	0	13	0
POLC4390	Poverty & Development	Clark, M		1				3	20	20	0	19	0
POLC3350	Latin American Govts	Silva			1			3	42	42	0	26	0
POLC3410	Politics & Nationalism	Taras	1					3	24	24	0	0	0
POLC4010	People, Power, and Politics	Silva, G			1			3	11	11	0	0	0
POLC4310	Mexican Politics Govt	Love			1			3	0	0	0	0	0
POLC4392	Controversies-Global Pub Hlth	Clark, M		1				3	16	16	0	0	0
POLC4470	Politics & Literature	Taras, R	1					3	8	8	0	0	0
POLC6410	Approaches LA Politics	Foeli, L			1			3	12	11	1	0	0
POL12500	International Relations	Staff	1					3	261	261	0	278	0
POL13040	Politics of Immigration	Love		1				3	53	53	0	24	0
POL13520	Intl Organization	Egan	1					3	16	16	0	0	0
POL13540	Intl Pol Economy	Egan	1					3	7	7	0	22	0
POL14030/4010	Comparative Foreign Policy	Rosca	1					3	31	31	0	0	0
POL14600	Lat Amer Intl Relations	Love, M			1			3	28	28	0	25	0
POL14620	Global Envirnmnt Politics	Ludovico, F		1				3	0	0	0	24	0



Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15
			###	50	100		Sem	U	G	Sem	U	G	
POL16630	International Security	Fettweis	1			3	21	20	1	0	0	0	F
POL1010	Introduction to Politics	Staff	1			3	25	25	0	0	0	0	All
POL14560	Latino Outreach Internship	Love			1	3	1	1	0	0	0	0	
POL14990	Identity Through Immigration	Taras	1			3	1	1	0	0	0	0	
POL14990	Psychology of Revolution	Silva, G		1		3	1	1	0	0	0	0	
POL14990	Post Earthquake Haiti	Clark, M			1	3	1	1	0	0	0	0	
POL15000	Identity Through Immigration	Taras	1			4	1	1	0	0	0	0	
<b>TOTALS</b>			11	5	9			795	2		649	0	

#### PORTUGUESE

PORT3130	Brazilian Lit	Beal, Atencio			1	3	8	7	1	27	25	2	F/S
PORT3280	Adv Port thru Brazilian Film	Dunn, Gibson			1	3	16	15	1	18	18	0	S
PORT3340	Brazilian Women Writers	Atencio			1	3	6	5	1	0	0	0	
PORT4130	Brazil's New Middle Class	Atencio			1	3	9	9	0	13	12	1	
PORT4510	Luso-Brazilian Cities	Dunn, C			1	3	13	13	0	0	0	0	
PORT6130	Brazilian Cultural Imaginaries	Dunn, C			1	3	16	3	13	16	5	11	S
PORT6190	Avant-Garde Move Latin Am	Avelar, I			1	3	1	0	1	0	0	0	
PORT6290	Lit and Culture of the Amazon	Avelar, I			1	3	0	0	0	12	5	7	
PORT6920	Lit De Viagem/Travel Lit	Atencio			1	3	9	4	5	0	0	0	
<b>TOTALS</b>			0	0	9			56	22		65	21	

#### PSYCHOLOGY

PSYC3340	Developmental Psychopathology	Varela	1			3	12	1	11	37	37	0	S
PSYC4920	Somatic Symptoms in Latinos	Varela	1			3	2	2	0	0	0	0	
PSYC4990	Coping, Somatization, Latinos	Varela	1			3	1	1	0	0	0	0	
PSYC5000	Coping, Emotional, Anx in Latinos	Varela	1			4	1	1	0	0	0	0	
PSYC7020	Developmental Psychopathology	Lockman	1			3	12	1	11	9	2	7	F
PSYC7400	Devel Psychopathology	Varela	1			3	8	0	8	0	0	0	S
<b>TOTALS</b>			6	0	0			6	30		39	7	

#### SOCIOLOGY

SOCI1050	Intro to Educ & Society	Arnett, Bankston	1			3	26	26	0	0	0	0	S
SOCI1470	Global Social Change	McKinney	1			3	46	46	0	53	53	0	S
SOCI1090	Social Problems	Staff	1			3	317	317	0	334	334	0	All
SOCI2010	Foundations of Sociology	Staff	1			3	94	94	0	100	100	0	All
SOCI2100	Latin American Society	Ashley			1	3	0	0	0	11	11	0	
SOCI2490	Latin Amer Social Structures	Ashley			1	3	3	3	0	9	9	0	S
SOCI3220	Social Theory	Huggins, Gotham, Devine	1			3	78	78	0	40	40	0	F
SOCI6120	Race/Ethnicity in Amer	Grams	1			3	24	24	0	0	0	0	S
SOCI6210	Sociology of Culture	Grams	1			3	17	17	0	0	0	0	S
SOCI6910	Gender in Latin America	Acosta, K			1	3	9	9	0	0	0	0	S
SOCI6930	Social Mvmts Latin America	Ortiz, D			1	3	31	21	10	29	23	6	F

Course Listing	Course Name	Instructor	Lat Am Content		Cred.	AY 12-13			AY 13-14			AY 14-15
			###	50 100		Sem	U	G	Sem	U	G	
SOC16940	Political Soc. of Latin Am.	Ortiz, D		1	3	18	18	0	26	24	2	F
SOC16960	Urban Latin America	Ashley		1	3	0	0	0	7	5	2	
SOC16990	Race in the Americas	Acosta, K		1	3	10	10	0	0	0	0	
<b>TOTALS</b>			7	0	7		663	10		599	10	

#### SPANISH

SPAN3130	Intro to Latin Amer Culture	Staff		1	3	128	128	0	117	117	0	All
SPAN3150	Intro to Latino Studies	Caballero		1	3	27	27	0	33	33	0	F
SPAN3210	Jewish Latin Amer Expressions	Zighelboim		1	3	8	8	0	5	5	0	S
SPAN3240	Intro to Spanish Culture	Staff	1		3	24	24	0	47	47	0	F/S
SPAN3270	Readings in Spanish & LA Lit	Staff		1	3	0	0	0	10	10	0	F
SPAN3280	Film & Visual Culture Span	Pavlovic, Kennedy, Reed	1		3	0	0	0	91	90	1	F
SPAN3290	Business & Legal Spanish	Price	1		3	0	0	0	17	17	0	S
SPAN3300	Span for Health Sciences	Davila	1		3	17	17	0	21	21	0	F
SPAN4050	Modern Readings Spanish	Staff	1		3	86	86	0	0	0	0	S
SPAN4060	Pre 20th Century Reading	Staff	1		3	0	0	0	130	130	0	F
SPAN4110	Modern Span Amer Lit	Gomez, A		1	3	17	17	0	16	16	0	F
SPAN4130	Andean Cultural Studies	Rivera-Diaz, F		1	3	0	0	0	16	16	0	
SPAN4150	Span Lit of the 20th Cen	Pavlovic	1		3	0	0	0	0	0	0	F
SPAN4170	Intro to Spanish Film	Pavlovic	1		3	5	5	0	19	19	0	S
SPAN4180	Argenti Studies: Yo, Argentino	Gomez, A		1	3	0	0	0	16	16	0	
SPAN4190	Intro to Latin Amer Film	Ashley		1	3	3	3	0	16	16	0	S
SPAN4510	Hispanic Cities	Miller, M	1		3	9	9	0	0	0	0	
SPAN4210	Topics in Latin Amer Cinema	Gomez		1	3	15	15	0	0	0	0	S
SPAN4260	Span Phonetic/Phonology	Howard, H	1		3	17	17	0	23	23	0	F
SPAN4270	Iberoamer Dialectology	Howard, H	1		3	0	0	0	23	23	0	S
SPAN4350	Computational Culture in Span	Howard, H	1		3	0	0	0	14	14	0	
SPAN4350	Topics in Spanish Lit	Caballero	1		3	0	0	0	12	12	0	
SPAN4350	Tirso de Molina - Live & Work	Sullivan	1		3	14	14	0	0	0	0	
SPAN4351	Witches, Sorceres and Prophets	Shuger	1		3	0	0	0	18	18	0	
SPAN4351	Reading the Illiterate: Pop Sp	Shuger	1		3	8	8	0	0	0	0	
SPAN4352	Human Language Tech in Spanish	Howard, H	1		3	9	9	0	0	0	0	
SPAN4420	Intro Medieval-Iberia	Dangler	1		3	5	5	0	0	0	0	S
SPAN4510	Hispanic Cities-Havana	Miller, M		1	3	7	7	0	0	0	0	
SPAN4510	Hispanic Cities: Mexico City	Herrera-Gutierrez		1	3	0	0	0	20	20	0	
SPAN5000	Del Rosario a la Musica Rock	Pavlovic	1		4	1	1	0	0	0	0	
SPAN6000	Literary Theory	Avelar, I		1	3	2	0	2	0	0	0	
SPAN6000	Latin American Orientalism	Gomez		1	3	0	0	0	1	0	1	
SPAN6000	Spanish Exile Literature	Pavlovic	1		3	0	0	0	1	0	1	
SPAN6000	Mugerista Theology Study	Shea			1	3	0	0	1	0	1	
SPAN6010	Method Tehg Span & Port	George-Hirons		1	3	13	13	0	9	3	6	S
SPAN6060	Hispanic Bilingualism	Howard, H	1		3	11	10	1	0	0	0	S

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15
			###	50	100		Sem	U	G	Sem	U	G	
SPAN6190	Avant-Garde Move Lat Am	Avelar, I		1		3	7	1	6	0	0	0	S
SPAN6250	Span Lit of the 18th Century	Davis, K	1			3	0	0	0	13	12	1	
SPAN6530	Lit of the Andean Countr	Rivera-Diaz, F		1		3	0	0	0	10	10	0	
SPAN6540	Lit of Southern Cone	Gomez, A		1		3	16	10	6	0	0	0	S
SPAN6740	Women Writers of LA	Shea, M		1		3	17	15	2	0	0	0	F
SPAN6750	Borges	Avelar, I		1		3	0	0	0	13	5	8	
SPAN6780	Lat Am Cult Studies	Miller, M		1		3	0	0	0	14	11	3	
SPAN6850	Masculinity in Latin Amer Lit	Avelar, I		1		4	0	0	0	17	17	0	
SPAN6850	Latin American Film	Gomez		1		4	0	0	0	15	15	0	
SPAN6850	Post Identitarian Narratives	Rivera-Diaz, F		1		4	17	17	0	0	0	0	S
SPAN6910	"Wherever": Dislocation LA	Gomez		1		3	0	0	0	29	8	21	
SPAN7920	Lit of Spanish Conquest	Charles, J		1		3	0	0	0	7	0	7	
SPAN7920	Seminar on Perez Galdos	Davis, K		1		3	4	0	4	0	0	0	
<b>TOTALS</b>			19	5	25			466	21		744	50	

#### LIBERAL ARTS & SCIENCES TOTALS

172	71	210
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7470	503
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7424	393
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#### ARCHITECTURE

AHST3020	Hist/Theory of Arch & Urb II	Wiley, Amber	1			3	0	0	0	33	33	0	S
AHST3030	Hist/Theory of Arch & Urb III	Reese, Carol M.		1		3	0	0	0	50	50	0	F
AHST4444	Envtl Social Psychology	Cizek	1			3	18	11	7	7	4	3	F
AHST6620	Hist/Theory of Arch & Urb II	Wiley, Amber	1			3	0	0	0	6	0	6	S
AHST6630	Hist/Theory of Arch & Urb III	Reese, Carol M.	1			3	0	0	0	6	0	6	F
AHST6910	Latin Amer Urban Imaginaries	Reese, C.		1		3	5	1	4	0	0	0	S
RBST3010	The City I	Reese, C		1		3	0	0	0	3	3	0	F
URST2010	The City I	Reese, C		1		3	0	0	0	18	18	0	F
<b>TOTALS</b>			4	3	1			12	11		108	15	

#### BUSINESS

EMBA7430	Global Strategy	Wilson, Sleptsov	1			2	27	0	27	54	0	54	F
EMBA7430	Global Strategy	Nixon	1			3	52	0	52	31	0	31	S
EMBA7450	Managemnt Communications	Jaster, Dulek	1			2	55	0	55	14	0	14	S
EMBA7480	Global Marketing	Gonzalez		1		2	0	0	0	13	0	13	F
EMBA7650	International Marketing	Gonzalez, Johnson		1		2	27	0	27	0	0	0	S
EMBA7480	Global Marketing	Gonzalez		1		2	0	0	0	13	0	13	Su
GMBA7210	Global Envrmt of Business	Gonzalez, Sleptsov, Guzman		1		3	68	0	68	73	0	73	All
GMBA7310	Global Strategy & Compet	Dumont, A	1			3	0	0	0	13	0	13	
GMBA7410	International Entrep	Wilson, Maurer	1			3	83	0	83	24	0	24	S/Su
GMBA7510	International Finance	Staff	1			3	0	0	0	89	0	89	All

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY13-14			AY14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem Offrd	
GMBA7610	Global Supply Chains	McFarland	1			3	112	0	112	50	0	50		All
GMBA7710	International Marketing	Bakamitos	1			2.5	25	0	25	0	0	0		S
GMBA7750	Intl Business Management	Gonzalez, Dumont	1			3	35	0	35	0	0	0		F
GMBA7960	Global Business Project	Staff	1			1	102	0	102	121	0	121		S
GMBA7960	Business Project	Gonzalez, Trapani		1		1	5	0	5	0	0	0		
MGMT3010	Organizational Behavior	Staff	1			3	324	323	1	564	564	0		All
MGMT4010	Strategic Management	Staff	1			3	197	197	0	357	357	0		All
MGMT633	Business Seminar: LA	Gonzalez			1	0	0	0	0	4	0	4		
MGMT6510	Global Leadership I	Trapani, Pereira		1		2	116	0	116	0	81	0		F/S
MGMT6530	LA: Global Leadership III	Gonzalez, Guzman			1	2	1	0	1	94	0	94		F/S
MKTG713	International Marketing	Gonzalez		1		3	93	0	93	0	0	0		S
TOTALS			12	7	2			520	802		921	674		

#### LAW

1LAW1360	Common Law Property	Staff	1			4	149	0	149	137	0	137	S
LGST4120	International Business Law	Waguespack	1			3	0	0	0	41	41	0	
4LAW4460	Env Law: Comparative	Houck	1			3	0	0	0	0	0	0	F
4LAW5010	Env Law: Clean Water Act	Houck	1			3	0	0	0	1	0	1	
4LAW5030	Environmental Law: International	Handl	1			3	0	0	0	13	0	13	
4LAW5090	Env Law: Water Resources	Davis	1			2	0	0	0	0	0	0	F
4LAW5200	Foreign Affairs & National Sec	Addis	1			3	24	0	24	27	0	27	F
4LAW5341	Immigration: Policy & Social	Rosenbaum	1			2	34	0	34	0	0	0	S
4LAW5450	Intl Business Transactions	Dickerson	1			3	26	0	26	0	0	0	S
4LAW5470	Int'l Human Rights Law	Handl, Addis	1			3	20	0	20	13	0	13	F
4LAW5490	International Law-Public	Addis, Handl	1			3	18	0	18	58	0	58	S
4LAW5540	Intl Commercial Arbitration	Force, Davies	1			3	28	0	28	39	0	39	S
4LAW5550	IBT-Intl Sale of Goods	Force, Davies	1			3	31	0	31	0	0	0	F
4LAW5570	Intl Institutions Seminar	Handl	1			3	31	0	31	0	0	0	S
4LAW5580	Intl Trade, Fin & Banking	Lovett	1			3	8	0	8	15	0	15	F
4LAW5680	Law, Sustainability & Devt	Crawford	1			3	0	0	0	25	0	25	F
4LAW5710	Labor Law	Friedman	1			3	48	0	48	70	0	70	S
4LAW5730	Law of the Sea	Handl	1			3	0	0	0	0	0	0	F
4LAW6080	Env Law-Natural Resources	Houck	1			3	0	0	0	40	0	40	
4LAW6980	Property Law & Policy in Cuba	Crawford			1	2	21	0	21	19	0	19	S
LRIO4150	Law & Climate Change in Brazil	Sampaio	1			1	24	0	24	0	0	0	S
LRIO4390	Law & Society in Brazil	Crawford	1			1	25	0	25	0	0	0	Su
LRIO4400	Law & Urban Policy in Brazil	Fernandes	1			1	23	0	23	0	0	0	Su
NCLS9040	Environmental Law Journal	Houck, Stein	1			0	13	0	13	43	0	43	F
NCLS9040	Env'l Law Journal Sr. Member	Houck, Stein	1			0	12	0	12	38	0	38	F
NCLS9040	Environmental Law Journal EIC	Houck, Stein	1			1	1	0	1	2	0	2	F
<b>TOTALS</b>			21	1	4			0	536		41	540	



Course Listing	Course Name	Instructor	Lat Am Content ###	Cred.	AY 12-13			AY 13-14			AY 14-15		
					Sem	U	G	Sem	U	G	Sem	U	G
<b>PUBLIC HEALTH</b>													
GHSD6070	Social Impact HIV/AIDS	Andrinopoulos	1		3	13	0	13	0	0	0	0	S
GHSD6110	Health Econ for Dev Countries	Hotchkiss	1		3	8	0	8	12	0	12	0	S
GHSD6150	Public Nut & Health Complex Em	Mock, Morrow	1		2	19	0	19	0	0	0	0	S
GHSD6250	Des & Impl of Global Hlth Interv	Morrow	1		3	31	0	31	44	0	44	0	S
GHSD6280	Eval of Prog Inter Gbl Hlth	Meekers	1		2	20	0	20	18	0	18	0	S
GHSD6270	Monitoring of Pub Hlth Program	Bertrand, J.	1		2	61	0	61	62	0	62	0	F
GHSD6350	The Other Drug War: Glob Pharm	Huff-Rouselle	1		2	20	0	20	0	0	0	0	S
GHSD6760	Hlth Sys Strengthening Fmly Pl	Bertrand, J.	1		2	14	0	14	11	0	11	0	S
GHSD6850	Pop & Environment Theory	Murphy, L.	1		3	13	1	12	8	0	8	0	S
GHSD7070	Social Determinants of HIV and AIDS	Andrinopoulos	1		3	0	0	0	13	0	13	0	
GHSD7120	Mon & Eval MCHL Pro Dev Coun	Gage	1		3	20	0	20	20	0	20	0	F
GHSD7140	Mon & Eval HIV/AIDS Prog	Gage	1		3	14	0	14	7	0	7	0	F
GHSD7160	Prac Issues in HIV/AIDS Research	Do	1		2	17	0	17	0	0	0	0	S
GHSD7200	Dev Issues Theory & Meas	Murphy, L.	1		3	18	1	17	7	0	7	0	F
GHSD7210	Global Environmt of Busn	Sleptsov, Gonzalez, Guzman	1		3	5	0	5	0	0	0	0	
GHSD7420	Pop Based Malaria Prev & Cont	Keating	1		3	14	0	14	7	0	7	0	F
GHSD7950	Rsch Appr & Design for Gbl Hl	Anglewicz	1		3	17	0	17	9	0	9	0	F
GHSD7960	Appl Interd Theory Gbl Health R	Andrinopoulos	1		3	13	0	13	7	0	7	0	S
GHSD7990	Research Methods	Anglewicz	1		1	1	0	1	0	0	0	0	
GHSD7990	Found of Qual Rsh	Andrinopoulos	1		2	20	0	20	0	0	0	0	F
GHSD7990	MSE Strat for Gen Epidemics	Gage	1		1	1	0	1	0	0	0	0	
GHSD7990	Advanced Eval of GH	Keating	1		2	1	0	1	0	0	0	0	
GHSD7990	HIV AIDS Family Planning Rsh	Meekers	1		3	1	0	1	0	0	0	0	
GHSD7990	Program Skills in Emergency	Morrow	1		2	1	0	1	0	0	0	0	
GHSD7990	Health Care Ethics	Demosthenidy	1		2	1	0	1	0	0	0	0	
GHSD7990	Health Systems Strategy	Staff	1		2	1	0	1	0	0	0	0	
GHSD7990	Global Perspectives of Health	Hotchkiss	1		2	1	0	1	0	0	0	0	
GHSD7990	Special Topics in Quant Methods	Steinberg	1		1	1	0	1	0	0	0	0	
GHSD7990	Healthcare Negotiations	Keogh	1		1	1	0	1	0	0	0	0	
GHSD7990	Risk Comm Global Emergencies	Morrow	1		1	1	0	1	0	0	0	0	
GHSD7990	Accounting for Physicians	Long	1		2	1	0	1	0	0	0	0	
GHSD8250	Adv Rsh Methods Gbl Hlth	Hutchinson	1		3	12	0	12	0	0	0	0	S
TRMD6100	Health & Human Rights	Bausch	1		3	0	0	0	19	0	19	0	
TRMD6240	Molecular Biol Meth Ph	Wiser	1		2	12	0	12	2	0	2	0	S
TRMD6310	Clinical Trop Medicine	McLellan	1		2	17	0	17	10	0	10	0	F
TRMD6320	Preventive Trop Med	Oberhelman	1		2	37	1	36	10	0	10	0	S
TRMD6330	Microbial Disease of Trp	Rajan	1		2	0	0	0	39	0	39	0	F
TRMD6350	Dis Control in Dev Contr	Oberhelman	1		2	12	0	12	8	0	8	0	S
TRMD6420	Tropical Virology	Bausch	1		3	26	0	26	18	0	18	0	S
TRMD6450	Tb Global Trends & Inter	Rajan	1		2	0	0	0	17	1	16	0	
TRMD7000	Tropical Medicine Seminar	McLellan, Rajan	1		1	34	0	34	7	0	7	0	F

Course Listing	Course Name	Instructor	Lat Am Content ###	50	100	Cred.	AY 12-13		AY 13-14		AY 14-15	
							Sem	U	G	Sem	U	G
TRMD7820	Malaria	Krogstad	1			2	16	0	16	8	1	7
<b>TOTALS</b>			39	3	0			3	512		2	361

## PROFESSIONAL SCHOOLS TOTALS

76	14	7	535	###	1072	###
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## ANTHROPOLOGY

ANTH6094	Intro to Classical Nahuatl	Zender				1	3	0	0	0	12	6	6	
ANTH6800	Spoken Yucatecan Maya	Zender				1	3	0	0	0	11	5	6	S
ANTH6840	Beginning Kaqchikel Language	Maxwell, J				1	3	9	3	6	4	0	4	Su
ANTH7042	Kaqchikel Chronicles	Maxwell, J				1	1	0	0	0	1	0	1	
ANTH7093	Adv. Nahuatl: Art, Writing Lang	Murakami				1	3	0	0	0	7	0	7	
ANTH7570	Intermediate Kaqchikel Language	Maxwell, J				1	3	2	0	2	0	0	0	Su
<b>TOTALS</b>			0	0	6			3	8		11	24		

## HAITIAN CREOLE

HACR1110	Haitian Creole I	Guerrier, W				1	3	12	10	2	10	4	6	F
HACR1120	Intermediate Haitian Creole	Guerrier, W				1	3	3	3	0	7	2	5	S
HACR1130	Haitian Language & Culture I	Guerrier, W				1	3	1	1	0	4	1	3	F
HACR2820	Special Projects	Guerrier, W				1	3	18	16	2	2	0	2	S
<b>TOTALS</b>			0	0	4			30	4		7	16		

## PORTUGUESE

PORT1120	Intensive Portuguese	Staff		1		4	4	63	59	4	40	35	5	All
PORT2030	Intermediate Portuguese	Staff		1		4	4	47	35	12	53	36	17	F/S
PORT3040	Grammar & Writing Portuguese	Atencio, Staff		1		3	3	0	0	0	7	6	1	F/S
PORT3280	Adv Port Thru Brazilian Film	Gibson			1	3	3	0	0	0	19	18	1	S
PORT4120	Soc Probs Braz Lit & Culture	Atencio			1	3	1	1	1	0	6	6	0	
PORT6000	Portuguese Independent Study	Staff		1		1	1	0	0	0	7	3	4	F/S
<b>TOTALS</b>			0	4	2			95	16		104	28		

## SPANISH

CSSP1610	Basic Spanish I	Staff			1	3	3	32	32	0	21	21	0	F/S
CSSP1610	Basic Spanish II	Staff			1	3	3	0	0	0	9	9	0	F/S
CSSP1620	Spanish II	Beattie			1	3	3	1	1	0	0	0	0	
SPAN1010	Introductory Spanish I	Staff			1	4	4	232	232	0	215	215	0	All
SPAN1020	Elements of Spanish II	Staff			1	4	4	172	172	0	167	167	0	All
SPAN1120	Intensive Intro Spanish	Staff			1	4	4	230	230	0	234	234	0	All
SPAN2030	Elements of Spanish III	Staff			1	4	4	525	522	3	431	431	0	All
SPAN2040	Spanish Convo & Comp	Staff			1	3	3	381	378	3	385	385	0	All

Course Listing	Course Name	Instructor	Lat Am Content			Cred.	AY 12-13			AY 13-14			AY 14-15	
			###	50	100		Sem	U	G	Sem	U	G	Sem	Offrd
SPAN3040	Gram & Writing in Span	Staff			1	3	261	261	0	226	226	0		All
SPAN3150	Intro to Latino Studies	Caballero			1	3	0	0	0	0	0	0		F
SPAN3270	Reading Spanish & Lat. Amer Lit	Dangler, Davis, Caballero			1	3	47	47	0	0	0	0		F
SPAN3280	Film & Visual Culture Span	Staff			1	3	66	66	0	0	0	0		F
SPAN3290	Business and Legal Spanish	Price			1	3	36	36	0	16	16	0		S
SPAN4040	Early Readings Spanish	Staff			1	3	74	74	0	0	0	0		S
SPAN4060	Pre 20th Century Reading	Staff			1	3	0	0	0	147	147	0		F/S
SPAN4100	Gender/Sex in Hisp Culture	Shea, Pavlovic			1	3	35	34	1	39	39	0		F
SPAN4110	Modern Span Amer Lit	Gomez, Avelar, Ashley			1	3	1	1	0	16	16	0		S
SPAN4120	Soc Prob in Span Am Lit	Shea			1	3	19	19	0	14	14	0		F
SPAN4130	Chilean Literature	Ashley			1	3	3	3	0	0	0	0		Su
SPAN4130	Cuban Literature	Caballero			1	3	6	6	0	0	0	0		Su
SPAN4130	Topics Span-Am Lit	Rivera Diaz, Shea, Huck			1	3	40	40	0	7	7	0		All
SPAN4180	Mexican Cultural Studies	Herrera-Gutierrez			1	3	11	11	0	22	22	0		S
SPAN4260	Span Phenotic/Phonology	Howard, H			1	3	0	0	0	23	23	0		F
SPAN4430	Lit of the Golden Age	Sullivan	1			3	0	0	0	12	12	0		
SPAN4510	Hispanic Cities	Bass		1		3	0	0	0	6	6	0		
SPAN4520	Spanish Cultural Studies	Pavlovic	1			3	0	0	0	14	14	0		
SPAN6200	Recent Span Am Novel	Herrera-Gutierrez		1		3	7	3	4	0	0	0		S
SPAN6510	Hist of Span Lang	Dangler	1			3	10	8	2	0	0	0		S
SPAN6520	Mexican Literature	Herrera-Gutierrez		1		3	0	0	0	21	21	0		
SPAN6780	Lat Am Cultural Studies	Rivera Diaz		1		3	0	0	0	14	11	3		S
SPAN7920	Recent Span Am Lit	Gomez		1		3	0	0	0	15	7	8		
<b>TOTALS</b>			3	1	27			2176	13		2043	11		

**LANGUAGE COURSE TOTALS**

3	5	39
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2304	41
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2165	79
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**GRAND TOTALS**

251	90	256
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10309	###
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10661	###
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**APPENDIX 4:**  
**Project-Specific Performance Measures Forms (PMFs)**



## Appendix 4: Project-Specific Measures for Tulane University

1. Project Goal 1 Statement: Increase number of students with specialized knowledge in Latin American indigenous languages and Haitian Creole								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A. Increase enrollments in Latin American indigenous language and Haitian Creole courses at Tulane by 10% by end of grant cycle.	A.1. Host summer Maya Language Institute in collaboration with Vanderbilt University, University of New Mexico, & University of Texas-Austin A.2. Addition of Ch'orti' as indigenous Latin American language offering on campus every other year in addition to Yucatec Maya and Nahuatl A.3. Addition of Haitian Creole as an approved language to fulfill undergraduate language requirements at Tulane							
B. Increase by 4 the # of professional development opportunities for teachers of indigenous Latin American languages & Haitian Creole at Tulane by the end of the grant cycle.	B.1. Participation of key faculty, instructors & staff in Indiana University's LCTL Strategy Meetings & STLILLA conference sponsored by Ohio State University B.2. Participation of Haitian Creole faculty in FIU/CARLA LCTL Training Seminar for Haitian Creole B.3. Professional development events in pedagogy & proficiency-oriented methods at Tulane for instructors in LCTLs and Spanish.							

1. Project Goal 2 Statement: Increase the number of graduates with area studies knowledge on Brazil and in Portuguese Language.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase enrollments in Portuguese language courses by at least 5% annually	A.1. Hiring of Lecturer in Portuguese language A.2. Additional sections of Beginning and Intermediate level Portuguese language courses							
B. Increase number of area studies courses with at least 50% content on Brazil	B.1. Hiring of faculty position in Modern Latin America/Brazil B.2. Transcript review of students with at least 15 hours of courses with at least 50% content on Brazil. B.3. Review of exit surveys of undergraduates and graduates for self-reporting of increased area studies knowledge of Brazil and increased proficiency in Portuguese							
C. Increase number of graduates (undergraduate and graduate) with intermediate-high proficiency in Portuguese language by 5% by the end of the grant period	C.1. Oral proficiency interviews of students declaring Portuguese as primary language at declaration of major (Latin American Studies, Portuguese, Spanish/Portuguese) for undergraduates and upon entering graduate program for Masters/PhD students, and at conclusion of coursework, previous to graduation.							

1. Project Goal 3 Statement: Expand the number of courses at Xavier University with Latin American content								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase the number of Xavier faculty with Latin American content knowledge in their disciplinary area by 10%.	A. 1. Convene a planning committee of 2 Xavier and 2 Tulane representatives to chart the targeted methodology and thematic areas in Year 1 A.2. Conduct 4 curriculum workshops and/or events with invited area, content and curriculum specialists in targeted disciplines/departments/thematic areas in Year 2 and Year 3 to which faculty from regional HBCUs are invited							
B. Increase number of courses at Xavier that include Latin American content by a targeted amount determined by Xavier-Tulane planning committee	B. 1. Implementation of course content integration in Year 3 and Year 4 B. 2. Curriculum review of targeted courses in Year 4							
C. Increase number of Latin America-related activities & programs for students at Xavier to be determined by the planning committee.	C. 1. Fund extracurricular events and programs focused on Latin American themes. C.2. Target representative sample of events and attendees with event survey.							

1. Project Goal 4 Statement: Expand the number of courses at Delgado Community College with Latin American content								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase the number of faculty at Delgado with Latin American content knowledge in their disciplinary area by 10%.	A. 1. Convene a planning committee of 1 Tulane and 2 Delgado representatives to convene with national leaders in community college internationalization efforts A. 2. Conduct 2 curriculum workshops and/or events with invited area, content and curriculum specialists in targeted disciplines/departments/thematic areas in Year 2 and Year 3							
B. Increase the number of courses at Delgado that include Latin American content by a targeted amount determined by the Delgado-Tulane planning committee.	B. 1. Implementation of course content integration in Year 3 & 4 B. 2. Curriculum review of targeted courses in Year 4							
C. Increase the number of Latin America-related activities and program for students at Delgado to be determined by the planning committee.	C.1. Sponsor Latin American-themed programming for faculty, students, and community at Delgado campus locations. C.2. Target representative sample of events and attendees with event survey.							

1. Project Goal 5 Statement: Introduce and expand the instruction of Portuguese in the high school Spanish classroom.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase by 20% the number of K12 teacher institutes focusing on Portuguese language and Brazilian culture	A.1. Recruit and enroll qualified high school Spanish teachers. A.2. Develop basic level courses in Portuguese language instruction for K-12 teachers. A.3. Produce 4 K-12 teacher institutes on Portuguese language and Brazilian culture each project year. A.4. Disseminate institute information to potential teachers.							
B. Increase by 10% the number of high school teachers completing basic Portuguese level certificates	B.1. Develop basic level Portuguese certificates in collaboration with the University of Georgia Portuguese Flagship. B.2. Provide ongoing support after summer institutes for language development and practice.							
C. Increase by 10% the number of high school teachers who complete an institute abroad by year four to experience the culture and improve language skills.	C. 1. Develop partnerships with overseas institutions. C. 2. Develop a teacher study abroad program that includes teaching opportunities in the classroom. C.3. Disseminate information about study abroad programs for teachers in Brazil. C.4. Collect surveys across all 4 years to identify information.							

1. Project Goal 6 Statement: Increase the number of K-12 teachers with Latin American content knowledge.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase the number of attendees at teacher training activities and programs by 10%	A.1. Increase sponsorship of teacher training activities by 20% A.2. Review feedback to inform thematic programming of future teacher workshops.							
B. Increase by 30% the number of K12 teachers and pre-service teachers completing certificates of completion of NRC teacher training workshops.	B.1. Recruit K-12 teachers and pre-service students from all subjects to enroll in workshops provided each semester and annual summer institutes.							
C. Increase school exposure to Latin America by 20% (measured by surveys).	C.1. Promote teacher participation and certificate completion with principals and local school community groups. C.2. Provide visitor speaker opportunities to schools of participating teachers along with other LARC resources developed for schools.							

1. Project Goal 7 Statement: Increase the number of curricular resources for the language and social studies classrooms aligned to new curriculum standards								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase the number of qualified curriculum writers and faculty consultants for curriculum development.	A.1. Recruit and select most qualified curriculum writers. A.2. Train participants in teacher workshops/institutes and webinars.							
B. Increase the number of teacher workshops and summer institutes to inform curriculum development.	B.1. Disseminate workshop/institute/webinar information to teacher listservs, CLASP website, and mass mailings. B.2. Develop activities and themes corresponding to both Common Core and ACTFL Proficiency Guidelines & Can-Do Statements.							

1. Project Goal 8 Statement: Increase number of Latin American programs presented to local New Orleans community through the public library, schools, and public spaces.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A. Increase by 10% the teaching of Latin American Studies at the high school level.	A.1. Collaborate with local charter high school to establish curriculum A.2. Identify themes and graduate student instructor to teach high school level course. A.3. Consult with teacher on books at school to co-teach Latin American Studies course.							
B. Expand literacy programs with the New Orleans Public Library and Américas Award.	B.1. Collaborate with New Orleans Public Library's two branches hosting the NRC collaborative project, "Pebbles Center" and identify two literacy programs for supporting family literacy and homework tutoring. B.2. Recruit students from teacher certification programs to develop and assist program design.							
C. Enhance programming with Latin American content in the community.	C.1. Review and revise past celebrations in the community to identify areas for improvement. C.2. Recruit artists and cultural specialists to develop programs for annual festival, "Celebración Latina" and "Day of the Dead."							